Student Handbook*  
for  
Psychology Majors  

* The conceptualization of a psychology student handbook and design was developed by Dr. Phil Wann of Missouri Western State University. Permission to include elements and style from this original document and its revision is given by Dr’s Phil Wann and Teddi Deka (3/8/2007, personal communication). This document represents a significant revision with numerous additions and deletions to fit it to the needs of psychology majors at BYU-I by Dr. Richard B. Cluff (5/14/12). Printed with updates 08/02/16.
Table of Contents

**Background**
- Welcome 3
- Faculty 4
- Facilities 5

**Majoring in Psychology**
- Introduction 7
- Why Major in Psychology? 8
- Specialty Areas in Psychology 11
- Majoring in Psychology with an Emphasis in Health Psychology 14
- Majoring in Psychology with an Emphasis in Industrial Organizational Psychology 18
- Crafting and Marketing Your Degree 20
- Levels of Training 23
- A Decision Tree for Psychology Students 27
- Career Exploration 30
- Tips for Doing Well in Psychology Courses 35
- Majors “To Do” List of Reminders 42
- Finding Psychological Articles 44
- Research & Internships 45
- Funding for Research, Conferences and Travel 46

**Preparing for the Future**
- Finding Employment at the Bachelors Level 49
- Graduate School 50
- Graduate School Overview 52
- Transcripts 56
- Letters of Recommendation 59
- Curriculum Vitae: What They Are and Why You Need Them 62
- Interviews 63
Welcome

Welcome to the psychology department of Brigham Young University - Idaho. The science and discipline of Psychology has existed for almost 130 years. During that time psychologists have made substantial contributions to our understanding of cognition, perception, sensation, learning, memory, motivation, emotion, intelligence, personality, animal behavior, neuroscience, language, development, health, stress, mental disorders, and social influence just to name a few. These findings have benefited many disciplines such as education, sociology, business, science, literature, sports, medicine, etc. Wherever humans are involved, psychology has much to offer.

Psychology continues to be one of the most popular majors on college and university campuses. Here at BYU-Idaho, our majors constitute approximately seven percent of the total campus population. Because the field of psychology is continually expanding in terms of its application to human endeavor, the employment outlook for careers in psychology is optimistic. According to the U.S. Department of Labor “Employment of psychologists is expected to grow faster than average for all occupations through 2014, because of increased demand for psychological services in schools, hospitals, social service agencies, mental health centers, substance abuse treatment clinics, consulting firms, and private companies (Bureau of Labor Statistics, 2013).”

There are three different emphases for a bachelor’s degree in Psychology: an Emphasis in General Psychology, an Emphasis in Health Psychology, and an Emphasis in Industrial/Organizational Psychology.

The goals of the Brigham Young University-Idaho psychology programs are to parallel the purposes of BYU-Idaho in building strong testimonies, providing a quality education, preparing our students for life-long learning, and maintaining a wholesome environment. Consistent with these purposes, the psychology department is committed to providing its majors with a solid foundation in research, theory, and application in order to adequately prepare students for life and compete for career opportunities. This handbook is designed to familiarize you with the psychology department, the psychology program, and serve as a guide for career preparation, whether you seek employment at the bachelor’s level or pursue graduate studies. This handbook is designed to provide you with information; however, it is up to you to make the decisions.

Welcome to the Brigham Young University - Idaho Psychology Department. We wish you the best in your pursuit of spiritual, educational, career, and life goals.

Sincerely,

The Brigham Young University - Idaho Psychology Faculty
<table>
<thead>
<tr>
<th>Current Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Richard Cluff – Department Chair</strong></td>
</tr>
<tr>
<td>Ph.D., Florida State University</td>
</tr>
<tr>
<td>Clinical Psychology, Abnormal</td>
</tr>
<tr>
<td>Psychology, Adult/Child</td>
</tr>
<tr>
<td>Psychopathology, Neuropsychology</td>
</tr>
<tr>
<td>208-496-4078</td>
</tr>
<tr>
<td><a href="mailto:cluffr@byui.edu">cluffr@byui.edu</a></td>
</tr>
<tr>
<td>Ricks Building, 110D</td>
</tr>
<tr>
<td><strong>Samuel Clay</strong></td>
</tr>
<tr>
<td>Ph.D., Brigham Young University</td>
</tr>
<tr>
<td>Motivation &amp; Emotion, Social</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>208-496-4077</td>
</tr>
<tr>
<td><a href="mailto:clays@byui.edu">clays@byui.edu</a></td>
</tr>
<tr>
<td>Ricks Building, 110G</td>
</tr>
<tr>
<td><strong>Yohan Delton</strong></td>
</tr>
<tr>
<td>Ph.D., Brigham Young University</td>
</tr>
<tr>
<td>History &amp; Systems of</td>
</tr>
<tr>
<td>Psychology, Industrial</td>
</tr>
<tr>
<td>Organizational Psych</td>
</tr>
<tr>
<td>208-496-4079</td>
</tr>
<tr>
<td><a href="mailto:deltony@byui.edu">deltony@byui.edu</a></td>
</tr>
<tr>
<td>Ricks Building, 110K</td>
</tr>
<tr>
<td><strong>Eric Gee</strong></td>
</tr>
<tr>
<td>Ph.D., Utah State University</td>
</tr>
<tr>
<td>Psychological Assessment, Cognitive</td>
</tr>
<tr>
<td>Psychology, Research Methods</td>
</tr>
<tr>
<td>208-496-4080</td>
</tr>
<tr>
<td><a href="mailto:geee@byui.edu">geee@byui.edu</a></td>
</tr>
<tr>
<td>Rigby Hall, 359</td>
</tr>
<tr>
<td><strong>Heidi Higgins</strong></td>
</tr>
<tr>
<td>M.S., Brigham Young University/Doctoral Candidate</td>
</tr>
<tr>
<td>Idaho State University Development</td>
</tr>
<tr>
<td>Executive Functioning, Sleep, Learning,</td>
</tr>
<tr>
<td>Positive Psychology</td>
</tr>
<tr>
<td>208-496-4084</td>
</tr>
<tr>
<td><a href="mailto:higginsh@byui.edu">higginsh@byui.edu</a></td>
</tr>
<tr>
<td>Ricks Building, 110E</td>
</tr>
<tr>
<td><strong>Christopher Lowry</strong></td>
</tr>
<tr>
<td>Ph.D., Brigham Young University</td>
</tr>
<tr>
<td>Sensation &amp; Perception, Behavioral</td>
</tr>
<tr>
<td>Neurobiology, Experimental Psych</td>
</tr>
<tr>
<td>208-496-4081</td>
</tr>
<tr>
<td><a href="mailto:lowryc@byui.edu">lowryc@byui.edu</a></td>
</tr>
<tr>
<td>Ricks Building, 110L</td>
</tr>
<tr>
<td><strong>Scott Martin</strong></td>
</tr>
<tr>
<td>Ph.D., University of Rhode Island</td>
</tr>
<tr>
<td>Adolescent Substance Use, Health</td>
</tr>
<tr>
<td>Promotion, Research Methods</td>
</tr>
<tr>
<td>208-496-4086</td>
</tr>
<tr>
<td><a href="mailto:martinsc@byui.edu">martinsc@byui.edu</a></td>
</tr>
<tr>
<td>Rigby Hall, 361</td>
</tr>
<tr>
<td><strong>Kynda Roberts</strong></td>
</tr>
<tr>
<td>M.S., Utah State University</td>
</tr>
<tr>
<td>Developmental Psych Lifespan</td>
</tr>
<tr>
<td>208-496-4083</td>
</tr>
<tr>
<td><a href="mailto:robertsk@byui.edu">robertsk@byui.edu</a></td>
</tr>
<tr>
<td>Ricks Building, 110C</td>
</tr>
<tr>
<td><strong>Matthew Whoolery</strong></td>
</tr>
<tr>
<td>Ph.D., Brigham Young University</td>
</tr>
<tr>
<td>Cultural Psychology, Personality</td>
</tr>
<tr>
<td>208-496-4082</td>
</tr>
<tr>
<td><a href="mailto:whoolerym@byui.edu">whoolerym@byui.edu</a></td>
</tr>
<tr>
<td>Ricks Building, 110B</td>
</tr>
<tr>
<td><strong>Brady Wiggins</strong></td>
</tr>
<tr>
<td>Ph.D., Brigham Young University</td>
</tr>
<tr>
<td>Psychotherapy, Conservation</td>
</tr>
<tr>
<td>Psychology, Philosophy of Science</td>
</tr>
<tr>
<td>208-496-4072</td>
</tr>
<tr>
<td><a href="mailto:wigginsb@byui.edu">wigginsb@byui.edu</a></td>
</tr>
<tr>
<td>Rigby Hall, 362</td>
</tr>
<tr>
<td><strong>Robert Wright</strong></td>
</tr>
<tr>
<td>Ph.D., Portland State University</td>
</tr>
<tr>
<td>Applied Social Psychology, Occupational</td>
</tr>
<tr>
<td>Health Psychology</td>
</tr>
<tr>
<td>208-496-4085</td>
</tr>
<tr>
<td><a href="mailto:wrightro@byui.edu">wrightro@byui.edu</a></td>
</tr>
<tr>
<td>Ricks Building, 110F</td>
</tr>
<tr>
<td><strong>Visiting Faculty: Jennifer Lindsay Perkes</strong></td>
</tr>
<tr>
<td>Ph.D., Univ. of California, Irvine</td>
</tr>
<tr>
<td>Intro to Psychology, Cognitive</td>
</tr>
<tr>
<td>Development, Language &amp; Thought</td>
</tr>
<tr>
<td>Development</td>
</tr>
<tr>
<td>208-496-4073</td>
</tr>
<tr>
<td><a href="mailto:lindsayj@byui.edu">lindsayj@byui.edu</a></td>
</tr>
<tr>
<td>Ricks Building, 110H</td>
</tr>
</tbody>
</table>
### Facilities

<table>
<thead>
<tr>
<th>Offices</th>
<th>Ricks Building, Room 110—Eight faculty offices, administrative lobby area. In addition, the Rigby Building houses an additional three professor offices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Lab</td>
<td>Ricks Building, Room 113—Students work with rats and chickens in the Principles of Behavioral Learning class.</td>
</tr>
<tr>
<td>I/O &amp; Health Psych Labs</td>
<td>Rigby 358 (I/O) &amp; Rigby 363 (HP)—Students work on research and consulting for clients as well as preparation for the Research and Creative Works Conference.</td>
</tr>
<tr>
<td>Additional Facilities</td>
<td>Ricks Building 132M—TA tutoring, data entry, and test-taking accommodations.</td>
</tr>
<tr>
<td>Archives</td>
<td>Ricks Building, Rooms 110P—Numerous psychological and professional journals available for research and instruction (see Department Chair). Several paper and pencil measures available for research and testing purposes (see Dr. Eric Gee).</td>
</tr>
</tbody>
</table>

### History of the Brigham Young University - Idaho Psychology Department

- **1925**: Psychology becomes part of Ricks College curriculum
- **2002**: Brigham Young University – Idaho is established
- **2005**: Psychology Department moves to the new Ricks Building
- **2005**: Psychology Society is established
Majoring In Psychology
Introduction

Life is an adventure—college is part of that adventure, so enjoy it! If you are not enjoying it, you are depriving yourself of the full experience.

An important piece of advice for college students is, “Find your passion.” Find what you love to do—the career that will allow you to maximize your individual gifts. Many freshmen begin college without direction or focus. Because we all need to find and feel a purpose in life, students often fill the void with excessive social activities. Typically these students’ grades reflect this distraction from their studies. However, as they press on in their academics, one day they take a class—often a general education requirement that is not what they would have taken without the pressure—and they discover something exciting. Their spirit responds and soon they look forward to each class like they would the sequel to their favorite book or movie. They discover what satisfies their need, and from then on their grades take a miraculous leap—they have found their passion.

Whatever career you choose; make sure that you feel passionately about it. This is more important than any amount of financial compensation other careers may offer. All jobs have pros and cons, but there is no such thing as the perfect job, so stop looking for it. However, if you have passion for what you do, when the bad times come—and they are guaranteed—you will still be doing something you enjoy. No amount of money can make up for a task that makes you miserable. We live in a world of change, and careers are no exception to this pattern. Therefore, there is no guarantee that a high paying job today will pay high 5 or 6 years later. When you love what you do, it makes for a happier husband/wife, father/mother and consequently a happier family and life.

Another piece of advice is to take the time now to engage in additional career exploration, even if you have already found your focus. Take the time to visit the BYU-Idaho Career Networking Center located in the Manwaring Center, Room 129. Available to take in the Career Networking Center is the Campbell Interest and Skill Survey. It is likely that the results will include exactly what career focus you have already chosen; however, it will also bring to your awareness careers and opportunities of which you may not have considered. For example, if you had the assignment to sit down and write all of the careers you could think of, you would be lucky to come up with some two or three hundred, when in fact there are over 25,000 formal careers. College students have the tendency to come to school and look at the 32 departments and pick a major without realizing the thousands of careers that are not apparent from these majors.

Go explore, expand the adventure! Open your vision and discover what else is out there that may also be interesting and exciting for you personally. There are numerous ways to use a particular degree, and you should be aware of them now while you have the ability to plan for those options. Do not narrow your focus at this point in your education, but expand it. Leave as many doors open as you possibly can. The only way to do this is by educating yourself about what opportunities are available now and in the future. Once you have done this, you can more adequately decide what classes you need to leave those doors open.

Why Major in Psychology?
Enduring popularity reflects the myriad of opportunities available to those with a background in psychology. Not only is a bachelor’s degree an excellent foundation for further study to become a psychologist, but it provides the necessary preparation for professional schools (law, medicine) or for a career at the bachelor’s (human resources, business, health care) or the master’s level (counseling, social work).

**Bachelor’s Level**

The skills you acquire with a psychology degree at BYU-I include quantitative and qualitative data analysis, critical thinking, oral and written communication skills, and understanding human behavior, enmeshed within a liberal arts education. These skills are highly valued by employers in the public and private sector. In fact, over 300 positions, including caseworker, corrections officer, data analyst and human resources recruiter, are attainable with a bachelor’s degree in psychology (refer to Table One). Most psychology majors who seek jobs with a bachelor’s degree are very successful. Common skills students should acquire within their programs (Landrum, 2001, McGovern et. Al., 1991) are ones that make psychology graduates strong candidates for a variety of careers and attractive to employers. These include:

- **A knowledge base:** There is a wide array of information in psychology that you need to understand to truly be a student of human behavior. In other words, a future employer might actually expect you to know something about human behavior!
- **Critical thinking skills:** Critical thinking and reasoning, analysis of outcomes through experimental methods and statistics give psychology students the tools to make reasoned decisions.
- **Language skills:** As scientists, psychologists must be able to communicate findings to the broader scientific community; students must develop reading, writing, and presentation skills.
- **Information gathering and synthesis:** Psychology students need to be able to gather information from a number of sources (e.g., library, computerized databases, the Internet) and be able to synthesize this information into coherent lines of reasoning.
- **Research methods and statistical skills:** The development of quantitative and qualitative methods of data analysis and interpretation is central to the discipline.
- **Interpersonal skills:** Psychology students need to be sensitive to the diversity of the environment in which they live and be able to use this increased sensitivity and self-knowledge to monitor their own behavior.
- **History of psychology:** Psychology majors need to understand the contexts out of which popular ideas and people have emerged. George Santayana once said, “Those who cannot remember the past are condemned to repeat it.”
- **Ethics and values:** Psychology majors need to understand the ethical treatment of research participants, to understand conflicts of interests, and to generate options that maximize human dignity and human welfare and adhere to high standards of academic and scientific integrity.

These skills create an excellent foundation of proficiency to use when applying for any employment opportunity that requires a college education. Examples of employment opportunities with the B.S./B.A. are displayed in the following table:
Table One: Job Titles Relevant to Psychology Bachelor’s Degree*

<table>
<thead>
<tr>
<th>Related to psychology</th>
<th>Related to business</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisor</td>
<td>Administrative assistant</td>
<td>Activity director</td>
</tr>
<tr>
<td>Alcohol/drug abuse counselor</td>
<td>Advertising agent</td>
<td>Assistant youth coordinator</td>
</tr>
<tr>
<td>Behavior analyst</td>
<td>Advertising trainee</td>
<td>Camp staff director</td>
</tr>
<tr>
<td>Career counselor</td>
<td>Affirmative action representative</td>
<td>College admissions officer</td>
</tr>
<tr>
<td>Career planning and placement counselor</td>
<td>Airline reservations clerk</td>
<td>Community organizer</td>
</tr>
<tr>
<td>Case management aide</td>
<td>Bank management</td>
<td>Community recreation worker</td>
</tr>
<tr>
<td>Case worker</td>
<td>Claims specialist</td>
<td>Community relations officer</td>
</tr>
<tr>
<td>Child care worker</td>
<td>Customer relations</td>
<td>Congressional aide</td>
</tr>
<tr>
<td>Child protection worker</td>
<td>Customer service representative</td>
<td>Crime prevention coordinator</td>
</tr>
<tr>
<td>Community outreach worker</td>
<td>Employee counselor</td>
<td>Director of alumni relations</td>
</tr>
<tr>
<td>Community support worker</td>
<td>Employee relations assistant</td>
<td>Director of fundraising</td>
</tr>
<tr>
<td>Corrections officer</td>
<td>Energy researcher</td>
<td>Driving instructor</td>
</tr>
<tr>
<td>Counselor aide</td>
<td>Events coordinator</td>
<td>Educational coordinator</td>
</tr>
<tr>
<td>Day care center supervisor</td>
<td>Financial researcher</td>
<td>Fast food restaurant manager</td>
</tr>
<tr>
<td>Director of volunteer services</td>
<td>Hotel management</td>
<td>Foster home parent</td>
</tr>
<tr>
<td>Eligibility worker</td>
<td>Human relations director</td>
<td>Film researcher/copywriter</td>
</tr>
<tr>
<td>Employment counselor</td>
<td>Human resources recruiter</td>
<td>Historical research assistant</td>
</tr>
<tr>
<td>Family services worker</td>
<td>Insurance agent</td>
<td>Hospital patient service</td>
</tr>
<tr>
<td>Gerontology aide</td>
<td>Insurance claims/underwriter</td>
<td>representative</td>
</tr>
<tr>
<td>Group home coordinator</td>
<td>Intelligence officer</td>
<td>Juvenile probation officer</td>
</tr>
<tr>
<td>Housing/student life coordinator</td>
<td>Job analyst</td>
<td>Laboratory assistant</td>
</tr>
<tr>
<td>Life skill counselor</td>
<td>Loan officer</td>
<td>Law enforcement officer</td>
</tr>
<tr>
<td>Mental health technician</td>
<td>Lobbying organizer</td>
<td>Neighborhood outreach worker</td>
</tr>
<tr>
<td>Mental retardation unit manager</td>
<td>Management trainee</td>
<td>Newspaper reporter</td>
</tr>
<tr>
<td>Parole officer</td>
<td>Marketing representative</td>
<td>Nursing home administrator</td>
</tr>
<tr>
<td>Political campaign worker</td>
<td>Marketing researcher</td>
<td>Park and recreation director</td>
</tr>
<tr>
<td>Probation officer</td>
<td>Media buyer</td>
<td>Private tutor</td>
</tr>
<tr>
<td>Program manager</td>
<td>Occupational analyst</td>
<td>Research assistant</td>
</tr>
<tr>
<td>Public affairs coordinator</td>
<td>Office manager</td>
<td>Security officer</td>
</tr>
<tr>
<td>Public relations specialist</td>
<td>Personnel worker/administrator</td>
<td>Statistical assistant</td>
</tr>
<tr>
<td>Publications researcher</td>
<td>Property management</td>
<td>Statistical reports compiler</td>
</tr>
<tr>
<td>Radio/TV research assistant</td>
<td>Public information officer</td>
<td>Store manager</td>
</tr>
<tr>
<td>Rehabilitation advisor</td>
<td>Sales representative</td>
<td>Task force coordinator</td>
</tr>
<tr>
<td>Residential counselor</td>
<td>Small business owner</td>
<td>Teaching</td>
</tr>
<tr>
<td>Residential youth counselor</td>
<td>Staff training and development</td>
<td>Technical writer</td>
</tr>
<tr>
<td>Secondary school teacher</td>
<td>Store manager</td>
<td>Vocational rehabilitation</td>
</tr>
<tr>
<td>Social services assistant</td>
<td>Technical writer</td>
<td>counselor</td>
</tr>
<tr>
<td>Social services director</td>
<td>Warehouse manager</td>
<td>Volunteer coordinator</td>
</tr>
<tr>
<td>Social work assistant</td>
<td></td>
<td>Warehouse manager</td>
</tr>
<tr>
<td>Urban planning research assistant</td>
<td></td>
<td>Work activity program director</td>
</tr>
<tr>
<td>Veterans advisor</td>
<td></td>
<td>Youth minister</td>
</tr>
</tbody>
</table>

It is important to note that the preceding table represents only a fraction of available positions you could secure. The skills you acquire with a bachelor’s degree in psychology are invaluable to any job that is not degree specific. It is also an excellent preparatory degree for any profession (medicine, law, business, etc). Graduate schools receive so many applications from the same undergraduate areas (such as biology, chemistry, political science, and business), that when a psychology degree crosses their desk it attracts attention and is more likely to be remembered among the masses of discipline related degrees.

**Master’s Level**

The U.S. Department of Labor Statistics (2011-2012) predicts that job opportunities in psychology will grow 22% (stronger than average) within the next ten years. With a master’s degree, you can work as an industrial-organizational psychologist, school psychologist, psychological assistant, or counselor.

**Doctoral Level**

“Job prospects should be best for those who have a doctoral degree in an applied specialty and those with a specialist or doctoral degree in school psychology (U.S Bureau of Labor Statistics, 2012).” The Ph.D. (Doctor of Philosophy) will allow you to become a university professor, clinical or counseling psychologist, or to work in healthcare, private industry or the government as a psychologist. The Psy. D (Doctor of Psychology) prepares you to work in clinical settings or private practice. These areas are also projected to grow in the next ten years. Psychologists at this level become specialists in their chosen field (see Table Two).

The Psychology Program at BYU-I can provide the foundation for your career in a variety of general or highly specialized settings. We offer multiple classes with strong, individual guidance to help achieve your goals. In addition, we offer independent research and applied (internship) experiences. Several of our classes also involve service-learning opportunities for students to interact with the community on psychologically-related projects.
<table>
<thead>
<tr>
<th>Specialty Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Psychology</td>
<td>Clinical psychologists assess and treat people with psychological problems. They act as therapists for people experiencing normal psychological crises or for individuals suffering from chronic psychiatric disorders. Some clinical psychologists are generalists who work with a wide variety of populations, while others work with specific groups like children, the elderly, or those with specific mental disorders. They are trained in universities or professional schools of psychology. They may be found working in academic settings, hospitals, community health centers, or private practice. (See also Counseling Psychology.)</td>
</tr>
<tr>
<td>Cognitive Psychology</td>
<td>Cognitive psychologists study human mental processes; particularly topics of learning, memory, perception, and thought. “Cognitive psychologists are interested in questions such as, how does the mind represent reality? How do people learn? How do people understand and produce language? Cognitive psychologists also study reasoning, judgment, and decision making. Cognitive and perceptual psychologists frequently collaborate with behavioral neuroscientists to understand the biological bases of perception or cognition or with researchers in other areas of psychology to better understand the cognitive biases in the thinking of people with depression, for example.” (<a href="http://www.apa.org/topics/psychologycareer.html#someofthesubfields">http://www.apa.org/topics/psychologycareer.html#someofthesubfields</a>)</td>
</tr>
<tr>
<td>Comparative Psychology</td>
<td>Comparative psychologists are interested in comparing the study of behavior, cognition, perception, and social relationships of animals and humans. Some of these psychologists will focus on one specific species and present themselves as animal psychologists. Information derived from these researchers provides us with understanding of why certain species behave the way they do and how they process information so that we can better interact with them. Others are more interested in taking the information discovered and comparing it across species.</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>Counseling psychologists do many of the same things that clinical psychologists do. However, counseling psychologists focus more on people with adjustment problems rather than severe psychological disorders. Counseling psychologists are employed in academic settings, community mental health centers, and private practice. (See also Clinical Psychology.)</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>Developmental psychologists study how we develop intellectually, socially, and emotionally over the lifespan. Some focus specifically on one period of life (childhood, adolescence, adulthood, etc.). Developmental psychologists usually do research and teach in academic settings, but many act as consultants to day care centers, schools, or social service agencies.</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>Educational psychologists are concerned with the study of human learning. They attempt to understand the basic aspects of learning and then develop materials and strategies for enhancing the learning process. For example, an educational psychologist might study reading and then develop a new technique for teaching reading. They are typically trained in Schools of Education and employed in academic settings. (See also School Psychology.)</td>
</tr>
<tr>
<td>Experimental Psychology</td>
<td>This area includes a diverse group of psychologists who do research in the most basic areas of psychology (e.g., learning, memory, cognition, perception, motivation, and language). Their research may be conducted with animals instead of humans. Most of these psychologists work in academic settings.</td>
</tr>
<tr>
<td>Subfield</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Forensic Psychology</td>
<td>Forensic psychologists work with the criminal justice system. They may be involved in determinations of competence, custody evaluations, assessment of client mental status, consultation with attorneys and other legal authorities, providing expert testimony, analyzing crime scene evidence, and aiding law enforcement agencies in criminal investigations. They may be employed in law enforcement, federal agencies, or private practice. Most forensic psychologists are first trained in clinical psychology and then specialize in this area.</td>
</tr>
<tr>
<td>Health Psychology</td>
<td>Health psychologists are concerned with psychology’s contributions to the promotion and maintenance of good health and the prevention and treatment of illness. They design and conduct programs to help individuals stop smoking, lose weight, manage stress, and stay physically fit. They are employed in hospitals, medical schools, rehabilitation centers, public health agencies, academic settings, and private practice.</td>
</tr>
<tr>
<td>Human Factors Psychology</td>
<td>Human Factors researchers study the human/machine interface. They help make appliances such as user-friendly cameras, or conduct studies of safety-related issues in the design of machinery, airplane controls and instrument layouts. They may also do basic research on human perceptual and motor abilities as they relate to the operation of machines, computers, and other mechanical devices. This discipline applies theory, principles, and methods to maximize human well-being and system performance.</td>
</tr>
<tr>
<td>Industrial/Organizational Psychology</td>
<td>Industrial/organizational psychologists are primarily concerned with the relationships between people and their work environments. They may develop new ways to increase productivity or be involved in personnel selection. They are employed in business, government agencies, and academic settings.</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Neuroscientists explore the relationship between brain systems and behavior. For example, behavioral neuropsychologists may study the way the brain creates and stores memories, or how various diseases and injuries of the brain affect emotion, perception, and behavior. They design tasks to study normal brain functions with new imaging techniques, such as positron emission tomography (PET), single photon emission computed tomography (SPECT), and functional magnetic resonance imaging (fMRI).</td>
</tr>
<tr>
<td>Clinical Neuropsychology</td>
<td>Clinical Neuropsychologists primarily assess and treat people. With the dramatic increase in the number of survivors of traumatic brain injury over the past 30 years, neuropsychologists are working with health teams to help brain-injured people resume productive lives. (<a href="http://www.apa.org/topics/psychologycareer.html#someofthesubfields">http://www.apa.org/topics/psychologycareer.html#someofthesubfields</a>)</td>
</tr>
<tr>
<td>Physiological Psychology</td>
<td>Physiological psychologists study the physiological correlates of behavior. They study basic processes (e.g., how brain cells function) and more readily observable phenomena (e.g., behavioral changes as a function of drug use). Most are employed in academic settings.</td>
</tr>
<tr>
<td>Quantitative and Measurement Psychology</td>
<td>Quantitative and measurement psychologists focus on methods and techniques for designing experiments and analyzing psychological data. Some develop new methods for performing analysis, while others create research strategies to assess the effect of social and educational programs and psychological treatment. They also develop and evaluate mathematical models for psychological tests and propose methods for evaluating the quality and fairness of the tests. (<a href="http://www.apa.org/topics/psychologycareer.html#someofthesubfields">http://www.apa.org/topics/psychologycareer.html#someofthesubfields</a>)</td>
</tr>
<tr>
<td>Rehabilitation Psychology</td>
<td>Rehabilitation psychologists work with stroke and accident victims, the mentally handicapped, and those with developmental disabilities as a result of cerebral palsy, epilepsy, autism, etc. They help clients adapt to their situation, frequently working with other health care professionals. They deal with issues of personal adjustment, interpersonal relations, the work environment, and pain management. Rehabilitation psychologists are also involved in public health programs to prevent disabilities, including those caused by violence and substance abuse. They may be required to testify in court as expert witnesses about the causes and effects of a disability and a person's rehabilitation needs. (<a href="http://www.apa.org/topics/psychologycareer.html#someofthesubfields">http://www.apa.org/topics/psychologycareer.html#someofthesubfields</a>)</td>
</tr>
<tr>
<td>School Psychology</td>
<td>School psychologists are involved in enhancing the development of children in educational settings. They assess children's psycho-educational abilities and recommend actions to facilitate student learning. They are typically trained in Schools of Education and work in public school systems. They often act as consultants to parents, teachers, and administrators to optimize the learning environments of specific students. (See also Educational Psychology.)</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>Social psychologists study how our beliefs, feelings, and behaviors are affected by other persons. Some topics of interest to social psychologists are attitude formation and change, aggression, prejudice, and interpersonal attraction. Most social psychologists work in academic settings, but some work in federal agencies and businesses doing applied research.</td>
</tr>
<tr>
<td>Sports Psychology</td>
<td>Help athletes refine their focus on competition goals, become more motivated, and learn to deal with the anxiety and fear of failure that often accompany competition. The field is growing as sports of all kinds become more and more competitive and attract younger children than ever. (<a href="http://www.apa.org/topics/psychologycareer.html#someofthesubfields">http://www.apa.org/topics/psychologycareer.html#someofthesubfields</a>)</td>
</tr>
</tbody>
</table>


**Additional reading:**

- *Psychology Major! What Are You Going to Do With It? Strategies for Maximizing Your Degree*  
  http://www.psichi.org/?143EyeSpr10cZeigler#.V2mRVqL0_35

- *Maximizing Undergraduate Opportunities: The Value of Research and Other Experiences*  
  http://www.psichi.org/?062EyeWin02bLandrum#.V2mLmqL0_35
Majoring in Psychology with an Emphasis in Health Psychology

The purpose of this section is to describe the Health Psychology emphasis option in the Psychology Department of BYU-Idaho, which became an official option to declare in the Fall 2015 Semester. Please note that this section is not meant to replace any of the advice and instruction given in this book relative to the psychology major, but add unto it. Since the Health Psychology emphasis is still a degree in our General Psychology major and does not offer any specialization (that is the purpose of graduate school programs), we caution students from concluding that this is a separate and distinct major from the General Psychology degree. Rather, it is an emphasis, meaning it includes undergraduate courses that provide additional or different exposure from the General Psychology track along the theme of health. Below, several considerations are outlined for you as you decide whether you would like to select the Health Psychology emphasis option for your General Psychology degree.

I. What is Health Psychology?

Health psychology considers health and wellness as a combination of biological, behavioral, and social factors; and it looks at ways of optimizing health, fostering healthy lifestyles and behaviors, preventing and treating illness, and reducing the risk of disease through medical, psychological, behavioral, and emotional means. In short, health is considered to be more than physical health, including the mental, emotional, and even social wellbeing of the individual. As this suggests, Health Psychology is interdisciplinary and the emphasis reflects this in that students, in addition to the core Psychology classes, will take some health-specific courses in Psychology, Health Science, Nutrition, Biology, and other fields to increase exposure to varied perspectives on health.

This is our Health Psychology Emphasis Mission Statement: Guided by the restored gospel of Christ, students completing the health psychology major emphasis will obtain an interdisciplinary education (i.e., psychology, nutrition, health science, biology) of health, understanding that health depends upon complex dynamics between psychological, biological, behavioral, and social factors. Students will be instructed on specific behaviors that promote health (e.g., proper diet, regular exercise) and ways of successfully communicating and encouraging others to adopt these behaviors to, ultimately, prevent disease and illness. Students will critically evaluate health-related research in preparation to continue their education (e.g., graduate school, medical school) and/or work effectively as a health professional in the primary domains of clinical practice, research, or public policy.

II. What can I do with Health Psychology?

Basically, if you are interested in health (e.g., mental, physical) and psychology, this major emphasis makes a lot of sense, particularly if you see yourself working within the health care domain including (but not limited to) hospitals, health care clinics, health maintenance organizations, rehabilitation centers, pain management centers, private health coaching (e.g., motivational interviewing), mental health clinics (e.g., counseling), private consultation/practice offices, substance abuse (e.g., addictions) clinics, home health care services, public health agencies (e.g., government), residential care facilities, or even in medical capacities (e.g., psychiatrist, physicians).

III. What are some benefits for being a Health Psychology emphasis major?

There are three primary potential benefits to selecting the Health Psychology emphasis in your education here at BYU-Idaho: 1) Having an emphasis in an interdisciplinary program can help you stand out to both employers and graduate schools because they will see you have been more focused in your undergraduate
education - something that many other students do not do. It also entails an interdisciplinary education, where you are exposed to psychology and other health fields (i.e., nutrition, health science, biology). 2) The job outlook is very bright for those with an education and training in health and psychology (see the question about jobs below). Recent estimates suggest that employers are becoming more interested in what the field of psychology has to offer, and even the health discipline, as a whole, is in the midst of a major change in acknowledging psychology's important role in physical health. All of this increased interest has been and is projected to result in more job opportunities, even at the bachelor degree level. 3) You retain flexibility in your career choice. Although many choose to go on to specialize in a graduate school program related to psychology (e.g., clinical health psychology, sport psychology, counseling psychology), you can still go other routes such as public health, hospital administration, medical (e.g., premed), or even end your education with this bachelor degree and pursue a rewarding career in fields that have need of the skills you develop as a psychology major with exposure to health-related fields. In other words, this emphasis can make you more versatile and better prepared for the job market.

IV. What is the job outlook for someone with Health Psychology education and training?

In short, the job outlook is very good. For instance, according to the Bureau of Labor Statistics regarding the field of Health Psychology (those with advanced degrees – Masters or Doctorates), the projected growth for the years 2014-2024 is 19% (adding more than 32,000 jobs nationwide), which is much faster than the national average across all industries (5%). Employers (especially hospitals) are interested in the potential contributions of psychology. Health Psychologists in hospitals had an average salary of $91,810; those in clinical and counseling positions had an average salary of $73,090; and those in the field of research and development were at an average of $100,790. In other words, there are jobs available and these jobs generally pay well.

Going beyond the field of psychology, the health disciplines are in the midst of a major change in acknowledging psychology's important role in health. Even the MCAT, the entrance exam for medical school, has been dramatically altered as a full 25% of the exam is now psychology-related. Again, healthcare occupations, as a whole, are also expected to increase much faster than the average in the current decade adding 2.3 million new jobs, which is more than any other group of occupations. This is a great indicator for future job availability and job security.

There are a host of jobs you can pursue related to this emphasis. Some require advanced degrees (i.e., Masters, Doctorate) such as Health Psychologist, Clinical Health Psychologist, Occupational Health Psychologist, Sport Psychologist, Navy Health Care Specialist, Medical Physician (M.D.), Physician’s Assistant, Epidemiologist, Chiropractor, Occupational Therapist, Physical Therapist, Clinical Psychologist, Counseling Psychologist, and Public Health Psychologist. Others require a bachelor degree at entry-level with opportunities for on-the-job training or certifications such as Recreational Therapist, Health Care Administrator, Occupational Health and Safety Specialist, Health Educator, Health Coach, Community Health Worker, Social Worker, Public Health Specialist. Truly, there are numerous jobs and careers that could be pursued using a degree in psychology with an emphasis in health psychology. We encourage you to get involved in your education by looking up these jobs to see if you are interested and begin to prepare now.

V. What are the opportunities for Graduate School related to Health Psychology?

Similar to graduate school in other subfields within psychology, graduate school in health psychology is competitive. If you intend to apply to graduate school, you should be sure to read the section in this handbook that discusses graduate school so you can begin to successfully prepare now. Nationwide there are more than 60 graduate school programs in Health Psychology (i.e., Health Psychology, Clinical Health Psychology, Occupational Health Psychology) at the Masters and Doctoral level, including some nearby (e.g., Brigham Young University-Provo, University of Utah, Portland State University, Seattle Pacific University, University of Colorado-Denver, University of Denver). The number greatly increases as you consider graduate programs across the nation in Sport Psychology (n=80), Clinical Psychology, Counseling Psychology, and other psychology disciplines related to health. If you are curious about some overall acceptance rate estimates, see
Table 1 below. The Psychology Department has additional resources available to you if you are interested in pursuing one of these psychology graduate programs. Finally, graduate school possibilities continue to improve as you consider other related fields including public health, public administration, occupational therapy, physical therapy, social work, and physician assistant programs – all of which, the Health Psychology emphasis would, in general, prepare you for.

Table 1: Psychology Graduate School Acceptances (2009-2010) in Fields Related to Health Psychology

| Table 1: Psychology Graduate School Acceptances (2009-2010) in Fields Related to Health Psychology |
|---------------------------------------------------|----------------------------------|--|--|----------------------------------|--|------------------|--|
| US Doctoral Programs                                  | US Master’s Programs            |
| Applied | Accepted | N  | Applied | Accepted | N  |          |          |
|________|_________|___|________|_________|___|_________|_________|
| Total Applications (All of Psychology)            | 89,158  | 20,269 (22.7%) | 1286 | 10,952  | 5,287 (48.3%) | 278 |
| Health Psychology            | 1,024  | 230 (22.5%) | 25  | 104  | 47 (45.2%) | 4  |
| Sport Psychology            | 301  | 127 (42.2%) | 6  | --  | -- | -- |
| Rehabilitation Psychology            | 164  | 76 (46.3%) | 5  | 12  | 10 (83.3%) | 1  |
| Clinical Psychology            | 38,804  | 6,661 (17.2%) | 265 | 2,377  | 901 (37.9%) | 51  |
| Counseling Psychology            | 10,567  | 3,097 (29.3%) | 115 | 2,000  | 1,087 (54.4%) | 47  |

Note: This information was provided voluntarily by graduate departments and schools of psychology and analyses are based on the subset of departments that participated in the survey, not the population at large. Also, although just over one in five applicants (22.7%) were accepted by doctoral programs, the acceptance rate for private programs (32%) was more than twice that of public programs (14%). Source: Kohout, J., & Wicherski, M. (2011). 2011 Graduate study in psychology snapshot: Applications, acceptances, enrollments, and degrees awarded to Master’s- and Doctoral-level students in U.S. and Canadian graduate departments of psychology 2009-2010. Center for Workforce Studeies, American Psychological Association.

VI. What if I am a premed student intending to apply to medical school?

Although many students have pursued the Health Psychology emphasis in their preparations for medical school (as a premed), please be mindful that this emphasis DOES NOT include all the prerequisite courses you must complete to apply and be accepted to medical school. There are a few courses that can count, however. First, the PSYCH 384 Behavioral Neurobiology can count towards your premed perquisites (in substitution of BIO 240 Neurobiology). Second, we realize that some will want to take the more in-depth Anatomy and Physiology courses to better prepare themselves for medical school and we will allow these courses to count toward your prerequisites, as well. So, in place of BIO 230 Human Biology (a required Health Psychology emphasis course), you can take either both BIO 264 Human Anatomy & Physiology I (and lab) and BIO 265 Human Anatomy & Physiology II (and lab) OR both BIO 460 Human Anatomy (with lab) and BIO 461 Principles of Physiology (these latter two courses are generally recommended for those intending to become physicians or dentists). In order to complete this substitution (in place of BIO 230), you will need to fill out a course substitution request form through our college advising office located in Chapman 103. The advising office will send the substitution paperwork on to the Psychology Department for final approval. Thus, there is some overlap between your medical school prerequisites and the courses in the Health Psychology emphasis, but you will still be required to take several additional courses beyond to be competitive. As such, you will want to be in close contact with the advising in the Biology department to ensure that you complete the required prerequisites for your education and future plans.

VII. How do I declare this emphasis for my major?

Much the same as declaring any major, you need to visit our college’s advising center, which is located in CHAPMAN room 101. You can set up an appointment by calling 208-496-9850, dropping by their physical location, or emailing them at advising@byui.edu.

VIII. What are the target outcomes for the Health Psychology emphasis major?

Beyond the target outcomes for the General Psychology major, the Health Psychology emphasis adds a few additional outcomes including:
1. Students will be prepared to find employment or further education/training (i.e., graduate school, medical school) within the fields of psychology, health science, medicine or related fields.
2. Students will gain a knowledge base of psychology: students will be able to explain major psychological concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
3. Students will apply research methods in psychology including research design, data analysis, and interpretation.
4. Students will be able to think critically and use rigorous inquiry to answer questions regarding behavior and health within a gospel framework.
5. Students will acquire evaluative skills of the benefits to and challenges of making personal health behavior changes in a variety of life circumstances.
6. Students will have established morals and values in psychology to be able to weigh evidence, tolerate ambiguity, and act ethically in psychology using the framework of the gospel.

IX. Are there internship possibilities and other ways to stay involved?

Yes. First, internships are elective and are NOT required to graduate. Students are allowed only one internship, must engage in a minimum of 75 hours of service for each credit, and students must have Junior or Senior status. Internships are between 1-3 credits and to receive department credit for internships not listed here or on the Psychology Department website, you must get preapproval from the Department Chair. We currently have two major internships established for Health Psychology emphasis students: Intermountain Healthcare (Salt Lake City area) and Serenity Health (Las Vegas area). However, there may be others in the future. Plus, if there is a job or volunteer position that you would be interested in counting for an internship, you should speak with your faculty mentor.

A great way to stay connected and get involved is to become a member of Psych Society and attend the regular meetings. Psych Society is a student organization dedicated to helping students learn about opportunities, apply their knowledge, and network with each other and other professionals. We also have a BYU-Idaho Health Psychology Newsletter that is sent out semimonthly (twice a month) to all declared Health Psychology emphasis majors that contains important information, updates, and even current events of interest in the Health Psychology field. Related to this, there is a Health Psychology Facebook page at www.facebook.com/BYUIIdahoHealthPsychology/ where we will post much of the similar information sent out in the newsletter and post other things of interest (e.g., photos). Finally, Brother Rob Wright leads a research lab dedicated to investigating health behaviors and how they interact with health of students. If you are interested, you should contact him for any limited opportunities that may be available.
We welcome you to the Industrial Organizational Psychology Emphasis section of this manual. Industrial Organizational Psychology is the application of the study of human behavior to the workplace. (It can also be called Business Psychology or Work Psychology). The emphasis merges Business, Communications, Health Science, and other fields, with Psychology. Teams in our classes have done consulting work for companies like Wal-Mart, Albertsons, Salt Lake Express, Ukraine Reborn, Orphans’ Future, Southeastern Idaho Community Action Agency, Ox Industrial, etc. Each client has been very happy with us. For all of this to happen, you must be willing to be vulnerable, generous, and gracious, and do away with destructive selfishness—for that is a bankrupt way to live.

Industrial Organizational (IO) Psychologists make recommendations and implement improvements that enhance the effectiveness of organizations, help manage risk, and deliver improved business results. IO Psychologists can be found in academia, corporations, government, and nonprofits, as well as consulting firms. As you declare an IO Psychology Emphasis, we would encourage you to become a member of the Society for Industrial and Organizational Psychology (SIOP). The IO Psychology field has also partnered with the Society for Human Resource Management (SHRM).

**Industrial Organizational Psychology target outcomes:**
1. Develop a reverence for our Savior and place Him as the center of our lives at home and at work.
2. Be prepared to find employment and be effective employees.
3. Be prepared for further education and training in the areas of Industrial Organizational Psychology, Human Resources, Organizational Behavior, Business Administration, and Public Administration.
5. Apply research methods in Industrial Organizational Psychology, including research design, data analysis, and interpretation to benefit a worldwide community.
6. Think critically using Industrial Organizational Psychology and the scientific approach within a gospel framework to solve organizational problems.
7. Establish values in Industrial Organizational Psychology by weighing evidence and understanding world views different from our own – including a toleration of ambiguity, while acting ethically/morally in Industrial Organizational Psychology within the framework of the gospel.
8. Demonstrate the ability to use technology, including Excel, SPSS, or R, for many purposes.

Our elective courses allow you to focus on a particular career. *Although any 12 credits can be taken, these courses are grouped according to specialization to provide guidance in choosing electives.*

**Industrial Organizational Psychology**
*(To prepare for MIO, Masters in Industrial Organizational Psychology and/or Ph.D. in Industrial Organizational Psychology)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 325</td>
<td>3</td>
</tr>
<tr>
<td>B 321</td>
<td>3</td>
</tr>
</tbody>
</table>

**Business or Organizational Behavior**
*(To prepare for MBA, Masters in Business Administration or for MOB, Masters in Organizational Behavior)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B321</td>
<td>3</td>
</tr>
<tr>
<td>B370</td>
<td>3</td>
</tr>
</tbody>
</table>
**Human Resources**  
*(To prepare for MHR, Masters in Human Resources)*

COMM 250 (3)  MATH 325 (3)  
COMM 450 (3)  MATH 326 (3)

**Public Administration**  
*(To prepare for MPA, Masters in Public Administration)*

COMM 250 (3)  HS 390 (3)  
COMM 450 (3)  HS 486 (3)

The future of IO Psychology is vibrant: the projected growth is much faster than average with 22% or higher, compared to the industry average of 14%. The median wages as of 2014 is $36.99 hourly, $76,950 annually. Graduate School: The IO Psychology Emphasis prepares you for coveted Masters degrees in: MIO, MHR, MBA, MOB, and MPA. Those Masters degrees are terminal degrees, meaning that you can have a full rewarding career without the need for more schooling. The IO Psychology Emphasis also prepares you for PhD degrees or Law School.

We currently have strong connections with Cornell University, Utah State University, Seattle Pacific University, University of South Florida, and the University of Oklahoma. A pipeline is like a conveyer belt where we have repeatedly placed students. Other students have gone to many different Universities.

**Jobs at the BS level:** Alumni with a BA in IO Psychology Emphasis have gone on to work for Goldman Sachs, Walmart Headquarters, EBay Headquarters, Amazon, Qualtrics, etc.


**Sample of job titles:** Organizational Performance Director, Consulting Psychologist, Dean of Organizational Learning, Talent Manager, Performance and Succession Manager, Industrial Organizational Psychologist (IO Psychologist), Personnel Psychologist, Management Consultant, Organizational Development Consultant, Consumer Insight Director, Organizational Change Manager, etc.

Internships are not required, but can be helpful. Minors or clusters are not required, but can also be helpful. When considering an internship, a minor or a cluster, we advise you to look at Business, Statistics, Communications, Health Science, Theatre, and English.

**Crafting and Marketing Your Degree**
Recommended Course Sequence:

1st Semester
- PSY 111 (General Psychology), PSY 112 & MATH 221C (Statistics)

2nd Semester
- PSY 302 (Research Methods)

3rd Semester
- PSY 311 (History and Systems)

The sequence of general psychology, statistics, and research methods/design should be followed wherever you receive your education. If you delay the statistics and research methods courses you will handicap your chances for success in later psychology classes. **Psychology is a research based discipline. Psychologists were researchers before they were therapists.** Research is the foundation of what we do; therefore, you will be exposed to it in every psychology class. If you take these classes early, they will provide a knowledge base of critical thinking skills that will serve you well in understanding the rest of your psychology classes.

**Course Selection**

As you research your career, be mindful of additional interests. One of the great advantages of a degree in psychology is its variety and application. Anywhere there are human beings there is a place and function for applying the principles of psychology. Thus, there are many other disciplines that would pair nicely with the knowledge base of psychology. So as you explore, leave doors open.

The average college student changes their major three times. After graduation, the average American changes their career (not job) three times (Bolles, 2000). It could be a grave mistake to think about selecting a single occupation that will last a lifetime because age and experience change who we are and our likes or dislikes.

It is strongly recommended you take great care in selecting your individual classes. If you have an interest in business as well as psychology, consider taking some core courses in that discipline. Down the road, if you find yourself considering a career change (such as going into medicine); if you took the core required courses, then you have the freedom and flexibility to make these changes without having to go back and “retool.”

This counsel should also extend to the specific classes you take within the major of psychology. Too many students come to college, select a major, look at the course requirements and select those classes that sound most interesting, which will meet graduation requirements. Many of these same students will also
investigate which of these classes are easiest and which professor gives the most “A” grades. This is a curious thing. Where else will you find people paying thousands of dollars and then request the least they can obtain or seek the most inferior product?

You should have good reasons for every class you select. Each class you choose should serve the purpose of adding to your career preparation or opening doors to alternate career options. There should be specific skills, knowledge and expertise you expect from each of these classes. Keep record of these expectations to both remind and motivate you to acquire these abilities. In order to make these class decisions, you will need to have thoroughly researched your career and know how each class will strengthen your competence as a professional.

You are not in these classes to just get your “A.” Unfortunately, it is possible to take classes on campus, obtain your “A”, and not understand or have learned the content. More important than the “A,” is that you have mastered the content. For example, when working for an “A” in your statistics class, ensure that you really understand the principles backwards and forwards. Go beyond the grade and obtain the skill, obtain the knowledge and expertise. Know the “whys” and “wherefores.” If you truly master the content of statistics and research design, it will pay great dividends throughout the rest of your life. If you master them, in the future those who did not learn this material well will come to you and seek your service. You will be the expert others seek. You will be the one others will respect and trust. And yes, you will get the job.

**Choosing a Minor/Clusters**

All things being equal (which of course they are not), a minor is better than clusters.

Since most universities lack clusters, it will be incumbent upon you to explain them to most people. However, all universities have minors. The minor to a university is what they have determined (after much deliberation and committee work) is the minimum requirement to establish specialty training in an area. When applying to graduate school, you may have a difficult time convincing this program that your cluster of nine credit hours establishes specialty training when they have decided it requires a minor of 25 hours.

Minors serve a purpose beyond establishing specialized training. They also help strengthen an application depending on the content area of the minor. Just as not all classes are equal, not all minors are equal. There are some departments whose courses are nationally understood to be less rigorous. Few people would dispute that a course in home and family life, sociology, education, etc., is less rigorous than a course in physics or chemistry. (This is not to malign any discipline). Everyone understands this, but few will speak it. Those who review your application understand it. A minor in home and family life does not mean the same thing as a minor in chemistry. One says this student was exposed to the content of family theory, the other says this is an intelligent student who is likely to be able to handle the rigor of graduate work.

This all presupposes that you have obtained “A” grades in the coursework. If you take a minor in chemistry and earn “D” and “F” grades, it will have the opposite effect. It is better to have obtained “A” grades in home and family life than “C” grades in chemistry. In the field of psychology, hard science minors are a logical choice (chemistry, biology, math, etc.). In addition, minors in philosophy, computer science, and foreign language are also notable, sufficiently rigorous and applicable to your future work.
The general public does not fully understand the value of a psychology degree. When you mention that your major is psychology, most will respond by saying that you can’t do anything with that degree unless you go on to graduate school. Nothing could be further from the truth—the problem is that most majors do not know how to market their degree.

If you follow these suggestions throughout your years of study, your application is likely to be the most valuable to future employers. You must remember what you have been reading and what you were supposed to acquire through your coursework. The psychology major should provide you with the following:

<table>
<thead>
<tr>
<th>Critical thinking skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
</tr>
<tr>
<td>Problem solving skills</td>
</tr>
<tr>
<td>The ability to read, understand, and perform research and statistical analysis</td>
</tr>
<tr>
<td>An understanding of professional ethics</td>
</tr>
<tr>
<td>Reading, comprehension, and writing skills</td>
</tr>
<tr>
<td>Efficiency in the use of memory strategies</td>
</tr>
<tr>
<td>Stress management skills</td>
</tr>
<tr>
<td>Group and team leadership skills</td>
</tr>
<tr>
<td>Computer technology skills</td>
</tr>
<tr>
<td>An understanding of human behavior</td>
</tr>
<tr>
<td>An understanding of the principles of learning, the psychology of marketing, advertising, and sales</td>
</tr>
<tr>
<td>Knowledge of the research surrounding employee satisfaction, how to influence attitudes, and obtain compliance</td>
</tr>
<tr>
<td>The best strategies for collaborative thinking</td>
</tr>
</tbody>
</table>

Did you get these classes? Did you make certain that you obtained these things when you took them? Now, how are you going to answer the question: **What can you do with a degree in psychology?**

What employer would not jump to have such an employee? Where else will you obtain these many skills and abilities? Will you find all these in the business major, education major, communications major, human factors major, etc.? Probably not. The problem is that too many students look upon their college degree like they did their High School diploma—“I resided in classes for four years and now I have a piece of paper to prove it.” If that is what you do with your college courses, that is what you will have in the end, and you will be unable to claim the abilities described above.

**Levels of Training**

Contrary to public opinion, not all therapists are created equal. When a person opens the Yellow Pages of a phone book under therapy, counseling, or psychologist they will see many names followed by various
letters. Most people do not know what those letters mean, or worse, assume they don’t matter as long as the person has a license to practice. Unfortunately, while the letters are regulated, the practice of those with the letters is not closely monitored. It is this failure to regulate practice that continues to undermine and damage the field of mental health.

**Competence versus Training**

We begin a discussion of these two terms with two questions:

**First**, is it possible to be trained and not be competent? It is likely everyone would agree that the answer is “yes.” Most people have heard of situations where those with credentials have made mistakes. In fact, when this happens the media often makes a big deal of it. Because these cases receive extensive attention and air time, the public begins to believe they are all this way. In psychology we call this “the availability heuristic.” When you hear of an incident, or are easily able to recall a high profile event, you soon believe it is more common, or occurs more frequently than is actually true. The more credentials a person has, the more attention they receive for better or worse. Lawyers make use of this same principle because they know these individuals typically have the “deeper pockets.” It is not fruitful for them to spend time pursuing small fish.

**Second**, is it possible to be competent and not trained? This question reveals a core problem within the mental health field. Many mental health professionals will claim this is possible. This claim is usually made by those who do not have the credentials. These therapists (usually, masters, bachelors, and life coaches) frequently assert that their 15 or more years of practice are equivalent to the seven to ten years of training received by a PhD. Yet these same people, when asked if 15 years of practice as a dental hygienist qualifies one to perform a root canal, would quickly say, “Absolutely not.” How can a person be competent if he or she does not have the knowledge base, training, supervision, and understanding of current research?

The medical field understands this. If you need a knee replacement, you don’t go to a general practitioner even if he has practiced medicine for 25 years. This is why we have specialists in the medical field. But when it comes to mental health, these health care providers argue that it is different. Some contend it is different because the general practitioner has not been performing knee replacements for 25 years; whereas they have been seeing this type of client for 15–25 years. Therefore, they reason they are competent, even though they did not study this disorder in graduate school, do not know the current research, and were never supervised on such a client. In the end, they justify experience as an equal or greater qualification to training.

Another argument you will hear from these described practitioners is that they will reference a research article by Berman and Norton. Specifically, they will report that their study “shows” little evidence that “professionally trained therapists” had any “systematic advantage over nonprofessional therapists in evoking treatment gains (1985).” This is probably one of the most commonly quoted studies in the armament of these healthcare providers. The study compared PhD-trained professionals with college students in their ability to help students seeking counseling. The study concluded that clients showed improvement regardless of the level of training. The only difference noted was that those being seen by the PhDs showed faster improvement.

What these proponents do not realize is that they are calling into question their own training. They argue that untrained college students can be just as effective as those with Master’s degree training. In their attempt to show that PhD training is inconsequential, they condemn their own credentials. In addition, what
those who use this study fail to understand, is that the clients in this study were those who simply needed to “talk to someone.” These were not clients who had severe or even moderately severe mental illness. Such a study could not be done ethically. What the study showed was that for those who just need a friend, any approach is helpful. Just having a person or friend to listen and care was adequate. For this type of client, these providers can be very helpful and effective.

It is likely these mental health providers are not acting maliciously, but care deeply about their clients. However, what these providers often fail to understand is they don’t know that they don’t know. They were trained in a particular approach, obtained a license to practice, and now apply that approach with everyone they see. Unfortunately this means they are unlikely to be aware of or keep up with current research. They don’t know about other treatment methodologies and which ones have been shown to be more effective for each disorder. They don’t realize the important factors that must be considered when treating a wide range of clients. Lastly, they don’t recognize there are many biological conditions that masquerade as mental illness, or if they do know, they do not know what they all are or how to diagnose them.

The end result is less effective treatment for their clients. Consequently, these clients may not improve, and conclude that psychologists are not helpful or even inept in their practice. The word “psychologist” is used here because it is psychology that receives the blame for the ineptitudes of all mental healthcare workers. This is because the public does not know the difference between a counselor, social worker, therapist, or psychologist, let alone what the letters following a person’s name represents. In their mind, it is all “psychology.” That is why this field of study is frequently mocked in the media, is the brunt of many jokes, and is portrayed as ineffective in movies.

One reason this perception is unlikely to change in the near future is because, with the exception of suicide, our patients do not die. In medicine, patients pay a high price for inadequate treatment or inaccurate diagnoses. When this happens, the practice is evaluated and changes are made. In mental health, when patients receive inadequate treatment, are misdiagnosed, and don’t get better, they don’t usually die, but just quit treatment, assuming psychology is not helpful. The public never knows that the person treating them had no training in their area of need, was not current with the research, and didn’t know of far better treatments that would likely have helped them get better. Dangerously, there can be severe consequences for misdiagnosing a lethal medical condition like a mental illness.

The Bottom Line

It is important to understand that we aren’t suggesting a PhD is the only one who should practice or is qualified. If a person wants to work with a particular population, he or she should go to school, receive coursework, training, supervision, and even participate in research with their chosen clientele. Then, after receiving a license, he or she should work with that population. If an ophthalmologist decided he or she wanted to start working with neurology patients, then he or she should go back to school and receive training to work in neurology. It seems simple and logical, but many mental health practitioners don’t like to hear it.

If a family member you love needs marriage and family counseling, you would not want to send them to a PhD who has never taken any classes, done any research, or been supervised in marriage and family counseling. You would send your family member to an MFT (Masters in Family Therapy). It is not just the
letters, but what training comes with those letters. If you have a family member in need of therapeutic help, ask the therapist: “What is your training? Did you have coursework directly related to this disorder? Did you do any research in this area? How many clients have you seen with this disorder during which you received direct supervision from a qualified professional? How many clients since your training have you treated with this disorder?”

What the Letters Mean

- **Life Coach**—This is a relatively new development that requires some explanation. This is a title that people have created which has no required credentials or training and is not regulated by the state. Anyone, at any time, can call him or herself a Life Coach and charge money. There are no ethical standards of practice attached to this created title, so you cannot sue for malpractice. There are programs that have been created which teach you how to be a Life Coach, many of which will award you with a certificate from the program. That certificate, however, does not give you any license or special privileges. It is simply a piece of paper from the program saying you attended their program. Someone who never went to high school can call him or herself a Life Coach and advertise in the Yellow Pages. However, some Life Coaches who first obtained very good training through universities in legitimate Master’s and PhD programs (e.g. clinical psychology, counseling, marriage and family, etc.) who have practiced for years, decide they do not want to continue paying licensing fees, malpractice insurance, deal with insurance agencies, Medicaid/Medicare, strict ethical standards, and the constant threat of a lawsuit, who then change careers and become Life Coaches.

- **PSR (Psychosocial Rehabilitation)**—These positions usually require a bachelor’s degree; however, in the state of Idaho, the degree does not matter. This position requires the employee to facilitate rehabilitation programs to help the disabled.

- **PT (Psychology Technician)**—These positions are more specialized and require a bachelor’s degree in psychology. They assist in psychological services by monitoring patients, running behavioral programs, and even administering some psychological tests; however, they are not allowed to interpret the results.

- **LSW (Licensed Social Worker)**—This is a bachelor’s degree care giver in social work (not a therapist).

- **LCSW (Licensed Clinical Social Worker)**—These programs typically consist of two years’ training. However, there are also some “accelerated” programs which consist of only 10 months of training. These programs also require one year of post-degree supervised practice prior to licensure.

- **MS (Master’s Degree)**—The average Master’s degree consists of two years of training followed by post-degree supervised practice if licensure is sought.

- **LMFT (Licensed Master of Family Therapy)**—This is a two-year degree of specific training in marriage and family therapy and 1–2 years of supervised practice.
- **LPC (Licensed Professional Counselor)**—Two year master’s degree and one year of supervised practice prior to licensure.

- **LPCC (Licensed Professional Clinical Counselors)**—Two year master’s degree and one year of supervised practice prior to licensure.

- **LCPC (Licensed Clinical Professional Counselor)**—Two year master’s degree and one year of supervised practice prior to licensure.

- **PsyD (Doctorate of Psychology)**—Four to seven years’ graduate coursework, including 3–4 years of supervised practice.

- **PhD (Doctorate of Philosophy in Psychology)**—Four to ten years’ graduate coursework, research, dissertation, and internship, including 3–4 years of supervised practice.

- **Post Doctorate**—Two years of specialized training beyond the PhD in an identified discipline such as forensics, clinical neuropsychology, child clinical, geriatrics, etc.

- **ABPP (American Board of Professional Psychology [Since 1947])**—This is a “Diplomat” certification in a specialty area of psychology service. It requires 5 years of post-PhD practice in the specialty area and rigorous written and oral examination by a panel of experts in the field. These credentials establish the person as an expert in their particular area of study.
A Decision Tree for Psychology Students

The decision tree below is based on a model proposed by Dr. Retta E. Poe of Western Kentucky University and elaborated by the Psychology Department of Hanover College in its student handbook. It is intended to help you make a decision as to how to proceed with your career in psychology. Once you have completed the questions, the appendices of this handbook will help you to gather further information about careers or graduate school in psychology.

✓ Do you plan to go to professional school (law, medicine, ministry, etc.)?

If YES → Discuss with your faculty advisor appropriate psychology course selection. Also see the advisor of the pre-professional program you intend to pursue.

✓ If NO: Do you plan to seek post baccalaureate employment outside of psychology?

If YES → Pursue skills-oriented minors. Take skills courses in other departments (e.g., Business, Communication Studies, Computer Science, etc.). Choose your student work experience with an eye toward career possibilities. Develop good writing, interpersonal, and speaking skills. Use the Career Networking Center to learn resume writing and interview skills (http://www.byui.edu/CareerServices/).

A general principle for all education is that your last credential is the most important. If you go on to graduate school your undergraduate classes are not as important as the coursework you take in graduate school. If you stop with a bachelors’ degree then every course you take is important and should be selected with your career in mind.

✓ If NO: Do you plan to teach psychology at the secondary school level?

If YES → The State of Idaho does not certify teachers of high school psychology. You need a teaching certificate in another area (history, biology, etc.) through the Department of Education and must complete the Social Studies Education Composite; we recommend a minor in psychology.

✓ If NO: Do you plan to counsel at the elementary or secondary school level?

If YES → Counseling in the public schools requires a Master's degree after a B.S. and graduation from a state approved school counseling program with 700 hours practicum experience in a school setting. We also recommend an education minor for those thinking of counseling at the high school or elementary level and recommend you to contact the Education Department in the selection of that course load.

  o If YES → Do you plan to practice in the state of Idaho?

    ▪ If NO → Be sure to investigate the state where you plan to practice. Many states require school counselors to have a teaching credential. If that is the case, you will need to declare an Education major and obtain your teaching certificate prior to applying for your graduate training.

✓ If NO: Do you plan to teach psychology in a two-year or community college?

If YES → You will need at least a master's degree in some area of psychology. Investigate graduate programs (M.A., M.S.) specifically designed to prepare students to teach psychology at the introductory college level. You will be even more competitive if you have completed a Ph.D.
If NO: Do you plan to teach psychology in a four-year college or university?

If YES → You will need a graduate education, usually a doctorate (Ph.D., Ed.D., Psy. D.) in psychology. Investigate graduate programs in psychology.

If NO: Do you plan to go to graduate school in psychology?

If NO → Seek out career counseling for help in clarifying your vocational goals.

If YES: Are you a strong student (at least a 3.0 GPA overall and higher in psychology; 3.7 or higher for Clinical Psychology)?

If NO → Consider retaking any F’s and possibly some D’s; especially if they are in philosophy, math, or the “hard” sciences and then see “Back doors” at the end of this document.

If YES → Maintain and, if possible, raise them higher.

Are you preparing for the GRE?

If NO → START!

If YES → Keep working (stellar GPA’s do NOT make up for less than stellar GRE scores. However, stellar GRE scores can soften less than stellar GPA’s)

Can you expect glowing letters of recommendation?

If NO → Make contingency plans for what you will do if you are not admitted to graduate school. If possible, bring up your grades and improve your credentials. Consider joining (but more importantly being actively involved in) the Psychology Society and/or Psi Chi Honor Society, run for office in one of the aforementioned organizations, get involved in research with one of the faculty, and do an internship. The purpose of all of these suggestions is to work with faculty in a different setting so that they can get to know other aspects of your character and skills. If all you do is get an “A” all they can say is “this student took my ________ class and got an “A.” This does not make for a very long, nor impressive letter.

If YES: Do you have above average quantitative skills and writing /thinking skills? Do you have significant research and field/internship experiences in psychology?

If NO → Work to improve these skills and gain the necessary experience or consider alternative career paths.

If YES: Are you willing to commit the time, energy, money, and personal sacrifice for graduate study?

If NO → Consider working for a while after you receive your B.A. degree. Perhaps graduate school will be a more realistic possibility later. However, understand that you will be expected to explain gaps in your education. We recommend that you obtain employment in psychology related areas as this will not only provide you with a break and finances, but also additional experience to strengthen your application credentials.

If YES: Are you interested in a career as a scientist/scholar, primarily concentrating on designing, conducting, and evaluating research?
If YES \(ightarrow\) Identify graduate programs (Ph.D.) noted for scholarly productivity in the content area of your interests (i.e., specific topics in areas such as learning, motivation, cognition, developmental, etc.). Graduates of these programs are known as experimental psychologists.

✓ If NO: Are you interested in becoming a specialist in the teaching/learning process, doing research and consulting in educational settings?

If YES \(\rightarrow\) Identify graduate programs (Ph.D., Ed.D.) in educational psychology.

✓ If NO: Do you plan to work as an applied psychologist (one who uses research findings about behavior to study and solve human problems)?

If NO \(\rightarrow\) Consult a career counselor for help in clarifying your vocational goals.

✓ If YES: Are you interested in applying psychology in work settings?

If YES \(\rightarrow\) Identify graduate programs (Ph.D.), perhaps in Industrial/Organizational psychology.

✓ If NO: Are you primarily interested in doing therapy, counseling, and psychological evaluations?

If NO \(\rightarrow\) Consult a career counselor for help in clarifying your vocational goals.

✓ If YES: Do you plan to specialize in evaluating and treating problems of school-age children in school settings?

If YES \(\rightarrow\) Identify graduate programs (Ph.D., Ed.D., Psy.D.) in school psychology.

✓ If NO: Do you plan to specialize in diagnosing and treating people who have relatively severe emotional and behavioral problems?

If YES \(\rightarrow\) Identify graduate programs in clinical psychology (Ph.D., Psy.D.) and counseling psychology. You might explore a pre-med program to prepare for medical school and psychiatry. Discuss with your advisor the differences among these related fields. Also, discuss whether you should apply for terminal master’s degree programs or doctoral programs. Be forewarned that admission into quality (i.e., APA accredited) doctoral clinical psychology programs is extremely competitive. Only the top students in their class should consider such programs.

✓ If NO: Do you plan to focus on assessing and treating basically “normal” persons who are experiencing relatively short-term developmental or situational problems in adjustment?

If YES \(\rightarrow\) Identify graduate programs in counseling psychology (Ph.D., Ed.D., Psy.D.) marriage and family or clinical (psychiatric) social work (L.C.S.W.) and related fields (e.g., pastoral counseling, life coach). Discuss with your advisor the differences among counseling, school guidance counseling, and community agency counseling. Discuss whether to apply for a terminal master’s degree program or a doctoral program.

If NO \(\rightarrow\) Consult a career counselor for help in clarifying your vocational goals.

Career Exploration
Visit the Career Networking Center and consider taking the Campbell Interest and Skill Survey and/or the Self-Directed Search. Instructions for taking and interpreting your results are found below.

**Campbell Interest and Skill Survey**

The Career Networking Center at BYU-Idaho provides a number of career assessments that students may use to expand and explore their career options. The Campbell Interest and Skill Survey (CISS):

- Analyzes your self-reported interests and skills
- Compares you with the general population
- Compares you with happily employed people in a variety of occupations

The purpose of this report is to help you find a career in which you will be happy and productive.

The first step to take the Campbell Interest and Skill Survey is to contact the Career Networking Center at BYU-Idaho. You may contact the Center by phone, email or in person. Say that you would like to take the “Campbell Interest and Skill Survey.” The survey currently costs $14.50. While this may seem like an expensive test, be aware that the university subsidizes a portion of the cost to take the survey. You may take the test through other online testing services, but it may cost you between $18 to $30.

After you have purchased the test you will receive an email containing your username and password, as well as the link to take the survey. Make sure you read the e-mail all the way through because it contains important instructions. After you have finished reading the entire email, click on the web link in Step 1 of the email. The web link will take you to the login page for the Campbell Interest and Skill Inventory. Enter the username and password from the email. Once you log in, you can begin the survey. Take your time to read the directions and answer the questions. The more accurately you respond, the more accurate the response you will receive. Questions on the survey will ask you to assess your interest level and skill level for a variety of activities. Your answers will be analyzed and then compared to the answers of people already working in many different occupations. By matching your interests and skills to those of working professionals, the survey will provide you with a comprehensive list of various occupations that you may wish to pursue, develop, explore, or avoid.

As you take the survey, remember to answer the questions as you presently are—in skill and in interest—rather than how you might be in the future. Pay attention to the scales above each section. Select the answer that best approximates your level of interest or skill for each question. The inventory will take approximately 45 minutes to complete, but do not rush through. Although it is best if you complete the survey in one session, you can save and exit the survey if you need to. Simply click “Exit.” The website will save your responses for you. The next time you log in, your previous responses will be saved and you can continue to work where you left off.

Once you have completed all of the questions, click on the “Display your Survey Results” button to access your results. You may also wish to save your report. Your results will be available online for thirty days. Once you have accessed the results page, you can print your report by clicking on “Print out this page” or choosing “Print” from your internet browser. The report will be about 18 pages.
The survey report has three different scales to guide you in your career and educational pursuits. First, the Orientation Scales cover seven broad themes of occupational interests and skills. Second, the Basic Interest & Skill Scales consist of more detailed subscales of the general Orientation Scales. Third, the Occupational Scales provide even more specific information that allows you to compare your interest and skill patterns with those of people working in a wide range of occupations.

The Orientation Scales provide you with information about your interest and skill levels in seven general areas or work orientations. These work orientations include Influencing, Organizing, Helping, Creating, Analyzing, Producing, and Adventuring. Your scores on each of these scales will range from 30 to 70 points. The average score for each of these scales is 50. Here is a brief synopsis of each:

- **The Influencing Orientation** focuses on influencing others through leadership politics, public speaking, sales, and marketing. Influencers like to make things happen. They are often visible because they tend to take charge of activities that interest them. They typically work in organizations where they are responsible for directing activities, setting policies, and motivating people. Influencers are generally confident of their ability to persuade others and they usually enjoy the give-and-take of debating and negotiating.

- **The Organizing Orientation** includes activities that bring efficiency, productivity, and organization to the work environment. Organizers typically prefer to work in structured settings where they are responsible for planning, scheduling, supervising, and working with details. Organizers are seen as methodical, steady, reliable, workers who display sensible judgment and enjoy solving the day-to-day problems that inevitably appear in organizations.

- **The Helping Orientation** covers teaching, counseling, medical services, and religious activities. Helpers are seen as supportive, nurturing, trusting individuals who value compassion, interpersonal harmony, and service to others. Helpers enjoy solving human problems and are genuinely concerned with improving the lives of others. Helping occupations usually involve a good deal of close contact with others.

- **The Creating Orientation** includes artistry, literary, and musical activities such as writing, painting, dancing, and working in the theater. Creators are described as imaginative, clever, inventive, and original. Creators tend to be sources of new and different ideas and enjoy acting, thinking, and speaking in fresh and unusual ways. They tend to be uncomfortable with traditional organization constraints and prefer work that allows for self-expression.

- **The Analyzing Orientation** involves scientific, mathematical, statistical and research activities. People who score high are comfortable with data and numbers and have a strong need to understand the world in a scientific sense. They usually prefer to work alone or in small groups in laboratory or academic settings, solving problems and designing experiments. Analyzers are generally autonomous and like to work through problems for themselves.

- **The Producing Orientation** covers practical, hands-on, “productive” activities such as construction, farming, skilled crafts, and mechanical crafts. People who score high like to work with their hands, generally enjoy being outdoors, and like to see visible results of their labors. Producers are usually good with tools and they enjoy taking on construction projects, repairing mechanical breakdowns, or managing large outdoor operations. They tend to be rugged, practical, and down-to-earth people.

- **The Adventuring Orientation** focuses on athletic, police, and military activities involving physical endurance, risk taking, and teamwork. People who score high are robust and vigorous, enjoy both physical challenges and competitive outlets. Adventurers are active, energetic, and confident in
strenuous or dangerous situations. They also enjoy the opportunity to work with others in skilled, disciplined groups such as athletic teams or military units.

Within each of the general Orientation Scales, there is a subset of basic scales related to more specific occupational areas. The Orientation and Basic Scale will help you explore deeper into the basic scales under each orientation. These basic scales reflect types of work and activities within each Orientation. Since there are so many occupational areas in the basic scales, we will not review them in detail now. However, you may wish to do research on those specific occupational areas that the survey suggests you should develop or pursue.

The test organizes the orientation and basic scales into the interest and skill patterns based on your results. This is useful because it helps you see your overall results in one clean table. You may even recognize some new patterns within the table itself. For example, in this table under the heading of Pursue, it is suggested that this person pursue careers involving public speaking, helping others, and analyzing information in mathematics and science. This student may want to pursue a career in any one of these areas, or want to search for careers that combine these areas. In this case, the student clearly has the potential to pursue a career in teaching, as that would combine public speaking, helping others develop knowledge and skills, and developing advanced content knowledge of mathematics and science.

In the Occupational Scales, your scores are compared to those of people who are successful and satisfied in each occupation. The shaded bar represents the range of scores for the middle 50% of people employed in that specific occupation. If your scores overlap, it means that your interests and skills are similar to those people who are in that occupation.

In addition to the orientation scale, basic scales, and occupational scales, the survey includes two other scales:

- **The Academic Focus Scales** reflect your feelings toward the academic world—your degree of comfort in educational settings. This can help you plan your educational strategy. Low scorers usually see themselves as more action-oriented and practical. High scorers are attracted to intellectual ideas, academic pursuits, and scientific research.

- **The Extraversion Scales** indicate your level of interest and confidence in working with all types of people in many different occupational settings. Lower scores may suggest a narrower focus, working with some types of people but not others. Low scores may indicate a preference for less contact with people on the job. High scores reflect an attraction to a wide range of people-oriented activities.

At the end of your results, you will be given a list of additional occupations and fields of study based on your three highest orientation scales. You have two scores on each CISS scale; one based on your interests, and the other based on your skills or how confident you feel about performing these activities. The four patterns of combinations of your interest and skill scores are important to consider. Each of these patterns are explained in the chart below:

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pursue</td>
<td>When your interest and skill scores are 55 and above, this is an area for you to PURSUE. You are attracted to these activities and have confidence in your ability to perform them well. Pursue areas should be the major focus of your career planning.</td>
</tr>
<tr>
<td>Develop</td>
<td>When your interest score is high and your skill score is lower, this is a possible area for you to DEVELOP. You enjoy these activities but feel uncertain about your ability to perform them. Further education, training, or experience with these skills might lead to better performances and greater confidence. Or you may want to simply enjoy these areas as hobbies.</td>
</tr>
<tr>
<td>Explore</td>
<td>When your skill score is high and your interest score is lower, this is a possible area for you to EXPLORE. You are confident of your ability to perform these activities, but you do not enjoy...</td>
</tr>
</tbody>
</table>
On some items, no pattern will be listed and it will be blank. Typically, this means that both your interest and skill level were midrange or one was midrange and the other lower. At best, there is only an average level of skill or interest. These areas could still be possibilities, but not strong. If the interest is higher, there is a greater possibility that the occupation is a closer match.

After reviewing your results, you may feel like they were not an accurate representation of your interests and/or skills. This sometimes occurs depending on your mood or emotions at the time you took the survey. Your results also may be skewed towards hobbies that you have or recent classes you have taken. No matter what your results are, remember that this survey is not meant to predict how successful or happy you will be in a future career. It is merely a tool to help you find possible occupations that may be compatible with your current interests and skills.

“Go confidently in the direction of your dreams; live the life you have imagined.”

--Henry David Thoreau

Remember that your search for a career does not begin or end with this survey. Rather, the survey is only part of your ongoing search for a career in which you may earn an honorable living, help serve others, and build Zion.

Consider the advice of President Howard W. Hunter:

“The employment we choose should be **honorable** and **challenging**. Ideally, we need to seek that work to which we are suited by interest, by aptitude, and by training. A man’s work should do more than provide adequate income; it should **provide him with a sense of self-worth** and be a pleasure—something he looks forward to each day.” (“Prepare for Honorable Employment,” October 1975)

Also, ponder the words of President Dieter F. Uchtdorf:

“**Work is an antidote for anxiety, an ointment for sorrow, and a doorway to possibility.** Whatever our circumstances in life, my dear brethren, **let us do the best we can and cultivate a reputation for excellence in all that we do.** Let us set our minds and bodies to the glorious opportunity for work that each new day presents.” (“Two Principles for Any Economy,” October 2009 General Conference)

If you would like to follow up on the results of the survey, your next step will be to research occupations that you wish to pursue or develop. The more informed you are, the better prepared you will be to make career decisions. No matter what career path you choose, decide now to do your best and give it your all.

The Self-Directed Search
Yet another alternative to the Campbell is the Self Directed Search which can be found at http://www.self-directed-search.com/home. It is all online, costs $9.95. It provides less detailed, but similar information regarding the connection between interests and possible careers.

Tips for Doing Well in Psychology Courses

College Study Techniques

There are many note taking, studying, and test-taking techniques. The following suggestions represent some of the key skills that have proven helpful to students over the years. These methods are derived from research on memory and brain function.
1. One of the most important suggestions is to establish daily and weekly routines regarding the time and location of your study sessions. It is helpful to establish such routines because your body and brain are mechanisms of habit. Habits create efficiency. When you do something repeatedly, you create brain pathways that are strengthened and eventually you become more efficient at this task or skill. By studying in the same place at the same time over and over, your body and brain come to expect to perform those functions in that location at that time of day. In fact, should you skip that time of study you will feel that you have missed something or that something is not quite right.

2. In setting up your school schedule, try to avoid scheduling back-to-back classes and study sessions. This will help you reduce two different types of interference: retroactive interference and proactive interference. **Retroactive interference** occurs when material you have just learned interferes with information you learned previously. If you ever found that studying a new chapter in a textbook makes it more difficult for you to remember the last chapter you studied, you experienced retroactive interference. **Proactive interference** occurs when pre-existing learning or information interferes with or prevents learning something new. This happens often during the last few weeks of a semester when students often spend long periods of time studying for final exams in multiple classes. If you have ever had a hard time learning something new because you are used to thinking about something in a different way, you have experienced proactive interference. A helpful technique to prevent interference is to take a nap after studying for one class before you study for the next. Naps help prevent both types of interference from occurring.

### Note Taking

To get a good overview of some note-taking strategies, you may want to visit the following website: [http://www.dartmouth.edu/~acskills/success/notes.html](http://www.dartmouth.edu/~acskills/success/notes.html). Among the many different strategies (with their links), you will find the Cornell Notetaking Method, Princeton’s “Listen Actively and Take Great Notes,” a Notetaking Video by Dartmouth, as well as other links providing valuable insight into what makes a great listener and learner.

### Sweetheart Notes

Whichever style you employ, your notes should be as comprehensive as you can make them. Your notes represent your core source of information. While some people claim “less is more,” it may be argued that less is just that: less. Do you want to risk your grade on less? If you only take notes on 50% of class it will be like tearing out every other page of your textbook and then studying from that resource. Even if you then memorized your notes perfectly, the best you could expect to do on the test is 50%. With comprehensive notes, the content is readily available for you to review and relearn. One strategy for writing comprehensive notes is to write “sweetheart notes.” Sweetheart notes are the kind of notes you would take if your sweetheart was taking the class with you, and he/she asked you to take notes for him/her because he/she was not able to attend. These sweetheart notes would likely cover everything discussed including examples and comments because you would want to provide the best resource for your sweetheart to ensure their success in the class. When it comes time to study for the test, whose notes are you going to want to use for studying, yours or your sweetheart’s?

### Note Taking Errors

The following are examples of the most common mistakes in note-taking

- **Boardcopy** is just what it sounds like. The only thing in the notes is what the instructor has written on the board or in a PowerPoint. If that is all that is important in class, why attend? You could just get a copy of the PowerPoint from the teacher and you would be done. Most college and university teachers
test on the discussion and application of the PowerPoint topics rather than just seeking simple term definitions.

- **Shorthand** is when the student writes down a cryptic phrase to represent material from the class. How many times have you written notes in this fashion only to return two weeks later, read that phrase or comment, and think to yourself: “What in the world does that mean?” Many students may come to an instructor’s office for a “notes analysis” immediately after the end of class, but when they are asked to open their notes and explain a term they have written, they are unable to remember. Herman Ebbinghaus, the famous psychologist who studied human memory, discovered that within approximately 20 minutes most people forget about a third of what they just learned. Approximately two thirds of that content is forgotten within one day. If you do not write it down, it will not be available when you prepare to study for your exams.

- **Know-it-all** is the person who listens intently in class as the teacher explains the concept and provides numerous examples and illustrations regarding how this concept relates to and applies to the life of the student. This student sits there and thinks to herself/himself, “I get it; I understand this perfectly,” and then writes nothing down. After all, what is the point of taking a note on something I fully understand, right? Remember Ebbinghouse? For everything you don’t write down, you are requiring of yourself perfect recall of that material. Will you remember by the time of the test? You just might, or you might not. Next time you wonder whether or not to take notes on something, ask yourself this question: “Can I guarantee that I will remember this perfectly?” If the answer is “I’m not sure,” you may want to write it down.

- **Leaching** is when you do not attend class and ask for notes from someone who did. That way you obtain the notes without having to attend the class. Do you trust that the person whose notes you borrowed understands and follows everything discussed in class? Students often lull themselves into a false sense of security when they obtain copies of notes from other students. First is the issue of how well that student is performing in class. Second, you must understand the importance of “translating” notes into your own “language.” We all take notes in the way that we understand. We use the words we understand. We describe and record things with our own vocabulary, in the way that makes sense for us. When you obtain notes from someone else, be sure that you take the time to translate them into your vocabulary and understanding. Don’t wait until the evening of the test to look at these obtained notes only to discover you have no clue what they are saying.

**Studying for the Exam**

Now that you have comprehensive notes, the first thing you must do when you study for the exam is: GET RID OF YOUR NOTES! Students often complain after taking an exam that they studied for hours and still did not get the grade they desired. When they are asked how they studied for the exam, most students will say they studied their notes—that is their problem. Consider your answers to the following questions:

1. If your life was on the line for your ability to draw the Lincoln head penny, would you survive?
2. Does his profile face left or right?
3. Is this the side with the year and where is it placed?
4. Is the mint mark on this side or the other?
5. Does “One Cent” appear on this side or the other and where is it placed: bottom or top?
6. Does it say “United States of America” on this side or the other and where is that placed?
7. What about “E Pluribus Unum” (“In God We Trust”)?
8. Is there any other printing?
What do these questions have to do with studying your notes? Since you are in college, it is a safe bet that you are at least 17 years old. You have been “looking” at Lincoln head pennies for at least 17 years, and there is a good chance you still cannot pass a simple test on it! The point is simple—just “looking” at your notes does not put the content into your brain. You have to study the information in your notes in a way that helps you retain and recall that information later during the test.

Some students create “flashcards” with the content. Flashcards can be useful for some types of learning, such as vocabulary review. But for other types of learning, flashcard learning does not lead to a deep understanding of the material. Flashcard learning is: TERM = _______, _______, _______, _______, & ______ where each blank represents a word in a specific sequence. With this type of learning students are able to memorize that five words in a row equates to a term. So on the test, students look for the term and the five words in a row to get the answer right. It may be possible to pass a test using this methodology and never even know what the term is or understand the idea. However, in the long run, this type of studying often leads to poor retention of the material. In a few days, the whole term/word sequence may be forgotten.

The other problem with this type of learning is that you are giving yourself too many reminders. For example, let’s say you open your notes to review for the exam. You come to the term: retrograde amnesia. You know what amnesia is but you think to yourself, “What does retrograde mean?” As you read on you see that it is lost memory for events that occurred just before head injury. You think to yourself: “Oh yes, I remember now.” No you don’t. You do not really remember that material. You have just tricked yourself into thinking that you remember or know the content. So off you go to take the exam, which may take you a good 20 minutes to get to the testing center, get your test, and begin taking it. But according to Ebbinghaus, that is just enough time to forget at least a third of this “refreshed” memory. Consequently, chances are you will forget 1/3 of this material that you think you know. Then, later on when you get the results of the test, you will have a difficult time understanding why you did not do better on the test.

The key to effective studying is getting rid of your notes (At least at first). You do this by keeping your notebook, textbook, etc., closed when you go to study for the exam. Take out a blank piece of paper and start writing what you know. You may think to yourself: “The exam covers the chapters on memory and sensation, so what do I remember about the memory material?” Then you start to write. You write down everything you can remember about the content of the chapters or lectures. Once you have written down everything you can remember, then open your notes or textbook and compare to see how you did and identify what you remembered and what you forgot. Whatever you were able to write down on the blank sheet of paper represents how you will do on the exam. When you compare with your notes, you can highlight the parts/sections you forgot. This will help you identify what you know and what you do not know or have forgotten. This can only happen if you have comprehensive notes, so it is still important to take good notes.

Now you are prepared to be more efficient in your studying. There is no need to go over and over the material you put on the blank sheet because you have just demonstrated it. Now you can focus your efforts and learning on the part that you did not remember. You may also want to try this “blank sheet” approach if you participate in a study group. Do not go to the group “cold turkey.” That kind of study group can be a complete waste of time, just like “looking at your notes” was a waste of time in preparation for the test. If you perform this blank sheet work ahead of time you will be able to make the best use of the resources of those in the group. This way you can go to the group aware of the areas in which you struggle or cannot remember and ask them how they recall such and such or “I am struggling with this concept, can you explain it to me in a way I can understand?” This will be the most productive use of group study time.

**Essay Questions**

Most of your assessments in undergraduate education will consist of multiple choice questions. This is not because teachers think multiple choice questions are the best way to assess your learning. Rather, teachers
are forced to use them due to the sheer numbers of students they must teach and the limited time available to grade all the assessments. If you go on to graduate school, where class sizes are smaller, you can expect that the number of essay questions you answer will increase dramatically. The following suggestions can be helpful in responding to essay questions.

1. Read the question carefully and provide the kind of information requested. Many students lose points or valuable time because they did not give what the language required. For example: if a question asks you to “list,” you do not have to “explain.” If a question asks you to “compare and contrast,” you better do both (compare and contrast) or risk losing points. The following list includes the most commonly encountered terms in essays:

**Analyze:** Evaluate each component.

**Apply:** Show how a concept or theory works in a particular situation.

**Argue:** Choose a position and defend it with enough evidence that it’s superior to an opposing view.

**Classify:** Identify the general class or category.

**Compare:** Show the similarities and differences between two or more things.

**Contrast:** Show how two or more things are different.

**Criticize:** Examine the pros and cons, strengths and weaknesses.

**Defend:** Provide evidence to support.

**Define:** Self-explanatory, but be inclusive if more than one definition applies.

**Describe:** Provide definitive characteristics.

**Discuss and review:** Evaluate in its entirety.

**Distinguish:** Explain how it is different.

**Evaluate:** Provide your opinion pros/cons, strengths/weaknesses.

**Explain:** Provide reasons.

**Illustrate:** Provide examples.

**Identify:** Name.

**Interpret:** Explain or provide reasons for importance.

**Justify:** Provide details and proof of veracity.

**Outline:** Provide main points or critical details.

**Name, list, enumerate:** Provide the information specifically requested.

**Prove:** Provide evidence and details of veracity.

**Relate:** Show how things are connected.

**Summarize and Outline:** Discuss the main points or ideas.

**Support:** Provide reasons and evidence in defense of a position.

**Synthesize:** Pull together in a new way, ideas, theories, concepts that have not previously been joined. This is the opposite of “compare and contrast.”

**Trace:** Reveal the steps or sequence of events or development over time.

2. When dealing with essay questions it is a good idea to learn what a teacher is looking for beforehand. Some teachers will give partial credit for demonstrating some knowledge. In this case, you should always write something down you have learned—never leave a question blank, even if you do not know the answer. Conversely, some faculty might remove points for guessing or making up answers—get to know your instructor.
3. A useful technique when responding to essay questions is to predict possible questions given the content covered in the class. Answer those questions fully. Once you have comprehensive, well-written answers, identify key words for each of your points or paragraphs. Take the first letter of each of these key words and create a word out of these letters (play scrabble with them). Then, in the exam, if you are able to accurately predict the question or components of the question, you simply write out the word, recreate the key words, and then recreate the paragraphs using the main points. This technique produces a well-organized, flowing essay that includes all the major points and ideas.

4. If you make a mistake on an essay exam draw a line through the error rather than scribbling out the words. This looks neater and uses up less time.

Multiple Choice Questions

The best solution for performing well on multiple choice questions is mastery of the course content. That being said, there are a number of ways to employ logic and reason to increase your performance, should your knowledge base be lacking.

- Eliminate obviously wrong answers
- Mark questions you may want to reconsider or finish later
- Always guess if there is no penalty for guessing
- If two options imply the correctness of each other, choose both or neither one
- Pay attention to the grammar between the question root and its options; the question and correct answer should contain verbs of the same tense, and the nouns and verbs should agree
- Look for familiar words or phrases from the lecture or textbook because the language can often reveal the correct response
- Watch for options that differ only in their level, severity or intensity (ex: too small, too early, too large, too late, etc.)
- If two choices are very similar, the more general term is usually correct
- Positive choices are correct more often than negative ones

**Tip**: Answer “C” is a good choice if it hasn’t been used for several previous questions. It is common for the correct response to be “C” or “D,” especially on printed tests in which the order of the multiple-choice answer options does not change. However, if the test is given on a computer, it is a common practice for the multiple-choice answer options to be placed in a random sequence.

The following multiple choice questions show how to employ useful test taking strategies:

- When dealing with questions involving various time frames, look for those answers that are most likely to fit into the period in question:

1. The most used weapons in the American Revolutionary War were

   a. Machine guns Invented after
   b. Cross-bows Used much earlier
   c. Spears Used much earlier
   d. Muskets New to that period

Answer “d” is the best choice because all the other choices are related to time periods before or after the American Revolutionary War.
There is only one correct answer for multiple-choice questions. If two of the answer choices look very similar, there is a good chance neither one is the correct answer.

2. The best choice of fabric for slipcovers is linen because it is

<table>
<thead>
<tr>
<th></th>
<th>Balanced</th>
<th>Doesn’t make sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Balanced</td>
<td>Doesn’t make sense</td>
</tr>
<tr>
<td>b.</td>
<td><strong>Durable</strong></td>
<td><strong>Possibly</strong></td>
</tr>
<tr>
<td>c.</td>
<td>Silky</td>
<td>Same as “d”</td>
</tr>
<tr>
<td>d.</td>
<td>Smooth</td>
<td>Same as “c”</td>
</tr>
</tbody>
</table>

Answer “b” is the best choice because answers “c” and “d” are similar, while answer “a” just doesn’t make much sense.

The answer choice should always follow correct grammar. If you see that one choice makes sense grammatically, but the others do not, then the answer that “sounds right” is most likely the correct choice.

3. A good way to stay in shape is to take an

<table>
<thead>
<tr>
<th></th>
<th>Golf class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Golf class</td>
</tr>
<tr>
<td>b.</td>
<td><strong>Aerobic class</strong></td>
</tr>
<tr>
<td>c.</td>
<td>Badminton class</td>
</tr>
<tr>
<td>d.</td>
<td>Fencing class</td>
</tr>
</tbody>
</table>

Answer “b” is the best answer. According to correct English grammar, words following “an” must begin with a vowel sound.

Use the options you know to be absolutely correct to deduct what response is right. If you know one or two of the options are correct, save time by looking for an answer that contains both of those options. Note the following example:

4. Which of the following numbers are divisible by 7?

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Correct</td>
</tr>
<tr>
<td>b.</td>
<td>Correct</td>
</tr>
<tr>
<td>c.</td>
<td>Takes too long to figure out</td>
</tr>
<tr>
<td>d.</td>
<td>Takes too long to figure out</td>
</tr>
</tbody>
</table>

1. a
2. c and d
3. **a and b**
4. b and c and d

Answer 3 is the best answer for this question. Through simple math, you can determine that both “a” and “b” are correct answers. If you really wanted to, you could divide the “c” and “d” options as well, but that would take a long time. Since you know that “a” and “b” must both be a part of the answer, you can deduct that Answer 3 is the correct answer since this is the only option with both “a” and “b.”

Answer choices that suggest absolutes are usually false. Look for answers that don’t use such strong language and allow for variance. Note the following example:
5. Which best describes the weather in Galveston, Texas?

a. It never snows there
b. It is always beautiful and sunny
c. **Hurricanes occasionally occur in the summer**
d. There is absolutely no day without humidity

Answer “c” is the best choice for this question. The other answer options all use “absolutes”—never, always, and absolutely. Answer “c” describes the weather as something that changes from day to day rather than being constantly the same.

✓ When a question considers the cause of something, reword the question into a more general statement—something like, “Will this cause _____________?” Note the following example:

6. What was a major cause of the Civil War?

a. The North didn’t like the crops the South grew  No
b. There were more people living in the North  No
c. **There were economic differences between the North and South**  Maybe
d. There was a hurricane that occurred in the North  No

Answer “c” is the best response because it is the most realistic cause of war from the four options.

✓ Use logic and the information given in the question to figure out the answer. Note the following example:

7. The Flying Squirrel is known for its ability to …

a. Become camouflaged in trees
b. **Glide through the air**
c. Run really fast
d. Carry very large nuts

✓ Answer “b” is the best response. Think about it—why would it be called the “flying” squirrel?

**Majors “To Do” List of Reminders**

*Current Program Requirements may be found at:*
http://www.byui.edu/Psychology/

**Freshman Year**

**Asking Questions, Exploring Your Options:**

- Schedule an appointment at the Career Networking Center to familiarize yourself with the services and resources available.
- Take interest and career inventory tests at the Career Networking Center office.
- Start a career information file or notebook that will include records of your career development and job-search activities for the next four years.
- Identify at least four skills employers want and plan how you will acquire these skills before graduation.
Scan the *Occupational Outlook Handbook*, a book filled with information on hundreds of occupations. Find a copy of Job Choices in your Career Networking Center office and leaf through other career-search books in the career library.

Familiarize yourself with your university’s career center home page, with JobWeb link to home page, Linked in, and BYUI Connect. All of these will be excellent resources with tips and full-length articles to help you with your job search.

Take a resume writing class and explore other career planning workshops. Write your first resume.

Attend on-campus career and job fairs to gather information on potential careers and employers.

Explore your interests, abilities, and skills through required academics.

Talk to faculty, alumni, advisers, and career counselors about possible majors and careers.

Join university organizations that will offer you leadership roles in the future.

Collect information on cooperative education programs, internships, and summer jobs that are available through the Career Networking Center office.

Consider volunteer positions to help build your resume.

**Sophomore Year**

**Researching Options/Testing Paths:**

- Schedule an appointment with a Career Networking Center counselor to bring yourself up-to-date on what’s needed in your career file.
- Update your resume/vita (with your summer activities) and have it critiqued in the Career Networking Center office.
- Begin a cooperative education program or consider internship, summer and school-break job opportunities that relate to your interests.
- Read at least one book on career planning recommended by Career Networking Center staff.
- Explore at least three career options available to you through your major.
- Take a cover-letter writing workshop.
- Review your progress in learning four (or more) skills employers look for in new hires.
- Research various occupations in *Job Choices, Occupational Outlook Handbook*, or other materials in the career library.
- Attend on-campus career and job fairs and employer information sessions that relate to your interests.
- Identify organizations and associations in your interest areas for shadowing opportunities and informational interviews.
- Join at least one professional or honorary organization related to your major in order make contact with people in the professional world.
- Work toward one leadership position in a university club or activity.
- Begin to collect recommendations from previous and current employers.
- Put together an interview outfit.

**Junior Year**

**Making Decisions/Plotting Directions:**

- Schedule an appointment with a Career Networking Center counselor to have your updated resume critiqued.
- Narrow your career interests.
- Review your participation in a co-op program or explore internship opportunities with a Career Networking Center professional.
- Participate in interviewing, cover-letter writing, and other job-search workshops.
- Practice your skills at mock interviews.
• Review your progress in learning four (or more) skills employers look for in new hires.
• Attend on-campus career and job fairs and employer information sessions that relate to your interests.
• Take leadership positions in clubs and organizations.
• Consider graduate school and get information on graduate entrance examinations.
• Ask former employers and professors to serve as references or to write recommendations to future employers.
• Complete at least five informational interviews in careers you want to explore.
• Shadow several professionals in your field.
• Research potential employers in the career library and talk to recent graduates in your major about the job market and potential employers.
• Start your professional wardrobe.

**Senior Year**

**Searching, Interviewing, Accepting. Success!**

• Update your resume/vita and visit the Career Networking Center office to have it critiqued.
• Request letters of recommendation
• Get your copy of the career center’s calendar and register for on-campus interviews. Also schedule off-campus interviews.
• Develop an employer prospect list with contact names and addressed from organizations you are interested in pursuing.
• Gather information on realistic salary expectations. Your Career Networking Center office will be able to help.
• Attend local association meetings to meet potential employers.
• Draft a cover letter that can be adapted for a variety of employers and have it critiqued.
• Participate in interviewing workshops and practice interviews.
• Read two or more professional or trade publications from your major and career field on a regular basis.
• If you are planning to go to graduate school, take graduate school entrance exams and complete applications.
• Follow up on all applications and keep a record of the status of each.
• Go on second interviews. Evaluate job offers and accept one.
• Report all job offers and your acceptance to the Career Networking Center office.

**Finding Psychological Articles**

Many of your classes will require that you find peer reviewed journal articles to cite for papers.

**What is a journal article?**
A journal article is written by a professional within his or her field of expertise for other professionals or students studying within the field.

**What does “peer reviewed” mean?**
This means that the article was reviewed by other professionals before it was allowed to be printed in the journal. This can be a very rigorous process, with some journals only publishing 15% of the articles that are sent to them. In other words, “peer reviewed” means that the contents of the article have met a certain level of scientific rigor necessary for you to trust that it contains accurate information.

**Finding peer-reviewed journal articles**
If you need more information, don’t hesitate to ask one of the reference librarians!
Student Organizations in Psychology

Many employees and especially graduate school committees consider joining an organization an essential part of the university experience. Active participation in an organization can help develop skills such as good citizenship, the ability to apply classroom knowledge to the “real” world, a sense of community with others, and leadership skills if you decide to become an officer. It is strongly encouraged that you consider joining one or both of the organizations within the psychology department.

Psychology Society

ESTABLISHED: 2005 by Dr. Cluff as the Psychology Club (1931 Nationally)
ADVISOR: Dr. Wiggins
PURPOSE: To promote social and academic interaction among students interested in psychology.
ELIGIBILITY: Any student interested in psychology, regardless of major.
DUES: No fee.
APPLICATION: See current Club President, attend a meeting, or visit The Psychology Society Webpage.
ACTIVITIES: Campus activities, fundraising and volunteerism in community, social events.

Psi Chi

ESTABLISHED: No Chapter established to date (but application process has been initiated!)
ADVISOR:
PURPOSE: National Honor Society in Psychology whose purpose is to encourage, stimulate and maintain scholarship and advance the science of psychology.
ELIGIBILITY: Completed eight credit hours in psychology courses with minimum psychology grade average of “B”. Must have overall cumulative GPA in the upper 35% of the student’s class. Membership criteria will be posted on the Club board every semester.
DUES: $35.00 one-time application fee.
APPLICATION: Fall and Spring each year.
ACTIVITIES: Campus activities, fundraising and volunteerism in community, Psychology Awareness Week, social events, conference attendance and participation.

Research & Internships

The decision whether or not to be involved in research and an internship depends on your goals. It is recommended to do both if you want the best education your money will obtain.

Research

Any discipline employing research will be looking to see if you have had experience as an undergraduate when you apply to their program. Anyone interested in becoming a University Professor in Psychology or seeking a career in Industrial Organizational Psychology, Ergonomics, Human Factors, Testing and Assessment, Neuropsychology, Clinical Psychology, Forensics, etc., should definitely be involved in research. Most of these programs will not even consider you for their graduate programs if you have not involved yourself in research projects, the more the better.
The sooner you complete your statistics (MATH 221C) and research methods (PSY 302) courses, the sooner you can become involved in research and learn to be a successful researcher. Do more than get an “A” in these classes: you need to understand these basics thoroughly to be successful.

The BYU-Idaho Psychology program also offers an advanced research methods class (PSY 485 Experiencing Research). It is strongly encouraged to take this class which requires completing a research project from beginning to end and then presenting it. If you have not yet taken your research methods course (PSY 302), it is recommended that you use this class to develop the research idea you will complete in the advanced class. Do not just take these classes to get your degree; use them to build your vitae/resume.

If you are serious, you need to forget that you are a student and begin acting like a professional. In your first methods class, develop a solid research question that has not been investigated previously. The way you do this is by doing an extensive and exhaustive research review of the literature. Do not just complete the 15 article minimum survey required by the class. Why waste your time doing a project that has already been done? How are you going to know if it has already been done if you do not perform a complete research review?

If you perform a comprehensive review, you will be well-informed. You will know the issues, the questions, the problems, etc. From this review, you can develop a small study looking at one or two of these issues and actually contribute something of worth to the field of psychology that has not already been done.

When you have passed the methods class, completed a thorough literature review, and have your research question, take the advanced research methods course to run your study. The reason you want to do this right is because you want to present your results to the profession of psychology. There are many student organizations, student research conferences, and student journals where students practice presenting their research. Forget about these and begin being a professional today! Submit your research to professional conferences and professional peer reviewed journals. If you follow these suggestions, your study will have a good chance of being accepted as a poster or paper presentation. If it is exceptionally good, you may even have a shot at publication in a professional journal. However, if none of these work out, you can always default to the student competitions.

Professional involvement will mean much more on your application than student competitions. We all know that nearly everyone gets accepted into student competitions and student journals. Professional involvement will be perceived as just that, professional.

**Funding for Research, Conferences and Travel**

**Research Competitions / Awards**

**Psi Chi (International Honor Society in Psychology)**
Psi Chi offers a variety of awards and grants to undergraduate members. You are encouraged to apply for multiple grants and awards throughout your college career! Awards range in amount from $300 to $3000.

psichi.org -> Awards/Grants tab -> Undergraduate

**American Psychological Association**
APA and its affiliate organizations provide a wide range of grants, scholarships and awards with the aim of advancing the science and practice of psychology as a means of understanding behavior and promoting health, education, and human welfare.
apa.org -> About APA tab -> Scholarships, Grants, and Awards link
Internships

Internships are electives, and therefore are not required. Currently, only internships that are supervised by our faculty are allowed. Please direct questions about internships to the faculty member supervising the internship. (Minimum of 75 hours service required for each credit hour)

If you plan for a career interacting with clients (Clinical, Counseling, Marriage and Family, etc.), an internship will be essential. For Counseling, MFT, Social Work, these placements take priority over research (not so with Clinical).

Internships provide you with experience working with clients and observing professionals in the field of study you seek. They can be invaluable opportunity to help you see firsthand if this is what you want to do, or if this particular patient population is a good match for your interests and personality. Internships also provide excellent opportunities to build strong relationships with professionals in your field of study. This will be important when you seek good letters of recommendation, as they will be able to speak to your potential as a future therapist. They will be able to comment on characteristics that university faculty rarely observe such as dependability, ability to work effectively and cooperatively with peers and colleagues, how you interact with clients who present with various disorders, your work ethic, professional ethics, etc.

During your internship, it is recommended that you keep track of the following:

- Hours
- Patient populations with whom you work
- Patient diagnoses
- How many patients you work with
- Specifics regarding your work (e.g. were you involved in group work, individual sessions, testing and assessment, etc.)

When you complete your internship, write up a paragraph describing the experience using the information you have collected. This will serve as a line item for your vita when you apply for graduate school.

Finding an Internship

Psychology internships through BYU-I (and more information about internship criteria) may be found at: http://www.byui.edu/psychology/internships


PSI CHI | search “internship” on psichi.org

Organizations

There are a number of other activities and organizations to consider when planning your career in psychology. These could include any of the following:

- Psychology Society
- Psi Chi Honor Society
- APA (American Psychological Association) Student Affiliate
BYU-Idaho has a Psychology Society – without any fees to join; when BYU-I has a chapter of Psi Chi, consider joining that as well. Each of these organizations you join adds depth to your curriculum vita and shows that you are involved in the discipline. Obtaining a 4.0 on your transcript is not enough to guarantee you a position in graduate school. These organizations have activities and instruction that can be valuable in your preparation. They also provide opportunities for you to run for some of the administrative offices (e.g. President, Vice President, Secretary, Historian, etc.), thereby demonstrating leadership ability. The more involved you become the better the payoff.

Additional benefits from working in these organizations and as a TA or RA are that your faculty will get to know you better. When a faculty member gets to know you in different circumstances, he or she will be able to write you better letters of recommendation.

Additional Opportunities

Here at BYU-Idaho there are limited opportunities for both research and internship experience. The competitive nature of these offerings may make it such that you will not be able to obtain all the experience you seek. Do not give up hope. Most of you are from other parts of the country. Many are from big cities that have other universities. When you are off-track or home for the summer, consider making contact with these institutions and/or mental health organizations. Wonderful opportunities could be available to you when they hear that you are willing to serve as an intern.

While you may not receive college credit for these experiences, that is not as important as the experience and contacts you will make. Being able to show research and internship experience from multiple states can also strengthen your application.
Preparing for the Future
Finding Employment at the Bachelors Level

You may be tired of people telling you, “Oh, you can’t do anything with a bachelor’s degree in Psychology.” In contrast, unemployment rates are low for psychology majors, with 96% of graduates in the active labor force who are not currently full-time students (National Science Foundation, 2003). The bachelor’s degree in psychology is valued by employers because it provides students with critical thinking skills, research methodology and statistics, computer skills, interpersonal skills and ethics (Landrum, 2001). Bachelor’s degree recipients often find entry level positions in service-related fields such as case manager, probation officer, crisis counselor, research assistant and resource counselor (Cannon, 2005). They work in education, government, health care, human resources, management and business, public relations, sales and social service settings. Bachelor’s degree recipients are expected to remain highly competitive in the job market compared to other graduates because their “soft skills” paired with research abilities are highly adaptable to meet the needs of diverse occupations (Murray, 2002). Therefore, bachelor’s programs should continue to emphasize skills that encourage flexibility in the workplace, such as statistical ability, critical thinking, communication skills and interpersonal skills.

There are several things you can do to maximize your employment at the bachelor’s level:

- **Don’t just take the required classes.** Think about taking classes that strengthen a particular interest of yours.
- **Add a minor.** Think about what type of career you want, and which minor would help you the most.
- **Develop practical skills.** Take a practicum at a work site you would be interested in. See page 25-26 for ideas.
- **Find people who are doing what you would like to do in the workforce.** Ask them what skills they needed to be successful.
- **Market yourself on applications.** Emphasize your statistical abilities and skills in understanding people.
- **Get good references.** Get to know faculty members so that they can speak highly of you.
- **Join Psychology Club and/or Psi Chi.** This will help you build a network of others you can rely on, as well as interact more with faculty members and build up your service experience.
- **Use the resources that BYU-Idaho has available** in their Career Networking Center 208-496-9823.
- **Volunteer** at organizations that could build your skills in the area you would like to work in.
## Graduate School

### Is it right for you?

There are several advanced programs offered in psychology. The most common are experimental, developmental, social, biopsychology, cognitive, clinical, counseling, school, and industrial-organizational psychology. For information on programs, examine the book *Graduate Study in Psychology* available in our library and in the psychology department. Here are some things that you can do to decide if graduate school is right for you:

- Discuss options with your advisor. They are an excellent resource of information.
- Examine potential programs during your junior year. Prepare for entrance into these programs by understanding and meeting their prerequisites.
- Think about what you want to do with your career. What level of education is necessary?
- Assess your strengths. Is your GPA up to par? What can you offer to their program?
- Assess your finances. You may be able to obtain a fellowship, a research assistantship or a teaching assistantship. If not, what can you afford?

### What increases your chances of being admitted?

| GPA | Competitive programs may require a GPA of 3.5 or higher. Less competitive may be 3.0 and up. |
| Letters of Recommendation | Getting to know faculty by joining the Psychology Club and / or Psi Chi, participating in class, and research or practicum can strengthen these relationships. Most programs require at least three letters. Make sure to fill out the request form in this handbook for each request. |
| Research Experience | Conducting research with faculty members and presenting such research at conferences or publishing articles is very favorable. |
| GRE Score | The Graduate Record Exam (GRE) is much like the SAT, but for graduate school. Preparedness is essential. Many books, computer programs and even preparatory classes are available to help study for the GRE. At least three months of preparation/study time is recommended. Some schools will require you to complete an additional GRE Subject Test for psychology. The best study method is an introductory psychology and history of psychology textbook. |
| Personal Statement | Most graduate schools require a personal statement explaining why you want to go to graduate school. Don’t take this lightly! This may be the deciding factor between you and another candidate. Avoid saying “I want to help people” even though this may be true. Instead, explain why you want to do this, and why you would be good at it. |
| Practical Experience | Working in a setting relating to your area of interest may be very helpful. Just make sure that you emphasize this in your personal statement, or maybe one of your reference-writers can emphasize your work. You may want to participate in a practicum experience or take a class with service learning experiences embedded in it. If you have completed such classes, don’t forget to mention them in your statement! |
| Contact with Graduate Faculty | Are you interested in working with a particular faculty member in the graduate program? Contact him or her. Discuss common research. Contact with faculty at the graduate school will be a definite plus for you. |
Where to apply

Try to pick schools that best suit your needs in terms of the program being offered, the faculty members available and their skills, financial support the school may offer you, and location.

Some programs are called “Ph.D.” programs. These are the most competitive, since the school will accept you for both your Masters and Ph.D. work. Successful completion of the Masters and an examination will automatically enroll you in their Ph.D. program. Less competitive are Masters Programs. You may complete a terminal master’s degree, where you enter the workforce after the masters, or you may apply for a Ph.D. program after completing the Master’s program. In addition, “PsyD” programs may also be less competitive than Ph.D. programs. These programs train you to be a professional counselor, but also may be costly.

A good rule is to apply to 3-5 programs that you feel confident that you could gain entrance, 3-5 that you may/may not accept you, and 3-5 that are a bit out of your reach. Applying to 15 programs may not be feasible for you since most charge up to $50.00 (not refundable) to even apply. You may be able to get assistance to pay for the application fees. Consult the application procedures for each individual school.

When to apply

Applications for Fall are usually expected before January. Programs will differ on application deadlines. Schools typically expect that you have completed your GRE before applying.

Admission Criteria

Most graduate schools set “cut-off” criteria to reduce the number of applications received. If you do not make the cut-off a secretary will promptly discard your application and send you a rejection notice. It will not matter what else is in your application—indeed, no one will ever even read your application unless you pass the initial cut-offs. These cut-offs typically include (in order of importance): GRE, GPA, and letters of reference. Stellar GRE scores can help make up for less-than-stellar GPAs, but stellar GPAs will not make up for less-than-stellar GRE scores. A 4.0 does not a graduate student admission make. More and more, graduate schools are looking for more depth and breadth of experience and training.

If you are applying for a Clinical, Experimental, I/O, or related program, research will also be critical. If you make the cut-off and have not done research, chances are very great that you will not be accepted. Involvement in research shows that you understand what is important in your future career and that you have been developing these skills. A professional presentation at a professional conference means more than one at a student competition. We all know that most student applications at student conferences and student journals are accepted. On the other hand, should you be fortunate enough to obtain a publication in a peer-reviewed professional journal, your application begins to float in the air, way above those of your peers.

If you are applying to a Counseling, MFT, Social Work, or similar service focused program, then an internship will be critical. These schools do not want to wonder whether or not you have therapeutic potential. If you have a letter of recommendation from a currently practicing professional who can speak to your potential clinical skills, this will be a considerable advantage.
Graduate School Overview

The first step in applying to graduate school is to make decisions regarding your “bottom line.” For example, if you wanted to be a Clinical Psychologist, you have to decide: Do I apply only to PhD programs in Clinical, or am I willing to accept a placement in a Clinical Master’s program? You can count on losing one full year if you go to a master’s program and then transfer to a PhD. This is because most PhD programs will not accept all of your master’s program credits and will likely have other required coursework you did not receive at your other institution. So the decision is: Do I only apply to PhD programs and apply again next year if I do not get accepted, or will I accept a master’s program if no PhD programs want me? You may decide that even if you did extend training an extra year, at least you would have an extra year of graduate training as opposed to just another year passed.

What about other types of programs? Would you be willing to settle for a Counseling program if a Clinical program does not accept you? For some, the answer to that question is “No.” Some people are certain they want Clinical training. However, since their focus in Clinical is on Child Clinical, they may decide that if neither a PhD nor Master’s Clinical program accepted them, they would settle for a PhD program in Developmental Psychology and go into teaching. These are the kinds of questions you should be asking yourself when determining your bottom line.

After making these decisions, you need to decide which schools to consider. Begin by looking at geography. Are there parts of the country where you refuse to live? Are there geographic limitations placed upon you by virtue of family, health, or other reasons? For example, do you have to stay within commuting distance to your current home because of your spouse’s employment or are you free to go anywhere?

After making these decisions go to the “Graduate Study in Psychology” text published by the American Psychological Association. This book is organized by state. It lists all universities, the type of programs offered, contact information, characteristics of the students they accepted over previous years (i.e.: average GPA and GRE scores), full/part-time opportunities, cost, internships, and housing. There is a psychology department copy you are free to use as long as it does not leave the department suite.

***Paying for graduate school

It is recommended that you be overly inclusive at this point in your selection. Secure the information for any program that looks interesting. After you have collected all the “possible” schools begin to thin these out only after performing more in-depth research on the institutions. Find out the focus of the program, what therapeutic and theoretical orientations they espouse, the research interests of the faculty, what specialty training areas do they offer, etc. These are critical questions because in graduate school, you will be assisting the faculty in their research. If you are not interested in what they are doing, you will not be a “happy camper” in graduate school. It will be expected that all of the research you do will be in the same area as that of your mentoring professor. Therefore you want to select universities where the professors are doing things that interest you. This is what they mean by a “good fit” with the school.

Once you have thinned down your options you will need to decide how many schools to consider. It is recommended that you apply to only one or two “pie-in-the-sky” programs—those whose admission criteria are much higher than your scores but with whom you are a good fit. The majority of your applications should be to schools where your scores are more competitive. Then you may want to include one or two back up masters or other “shoe-in” programs where you will almost certainly be accepted.
One other caution: Investigate whether or not some of the faculty may be retiring. You do not want to begin a program for the interests of one faculty member only to find out that he/she is retiring, leaving you to do research in an area you do not enjoy.

Accreditation

In addition to listing details about the program and previous students, the Graduate Study in Psychology text will indicate whether or not their program has been accredited. APA accreditation is very important if you are planning on being a licensed practitioner. It means that the American Psychological Association has reviewed the graduate school in its entirety and has given it their “stamp of approval” indicating that it meets all of their standards with respect to quality training.

If you do not attend an accredited school, keep detailed copies of everything you do from your coursework to your supervision, to your clients, to your hours, etc. When you apply for a license to practice you will receive a large stack of paperwork. On the first page it will ask you whether or not you graduated from an APA-accredited program. If you mark “yes” then it will say something like proceed to page 57 (okay, that is a little exaggerated, but not much). If you mark “no” not only will you have to complete many other pages but in the end you will be required to prove that your program was as good as, and met the same standards of, one that has been fully accredited. This often means that you will have to take additional graduate school coursework or complete additional supervised practice to make up for this training that you did not receive from the non-accredited program.

Faculty Rank

**Adjunct Instructor**: This person may or may not have a terminal degree. They are contracted to teach a specified number of classes; however, they are not considered part of the university faculty. Since they are on a contractual arrangement they do not have any other duties such as committee work, research, or advising.

**Instructor**: This person may or may not have a terminal degree. They are usually hired primarily for teaching. These positions are typically non-tenured positions meaning that each year their contract has to be re-negotiated. Since this is a salaried position, as opposed to contractual, they may have other university duties. This is the level where a person designated as ABD would be employed. ABD stands for “all but dissertation,” meaning that they have completed all of their required coursework and supervision and only lack completion of their doctoral dissertation before they are awarded the credential of PhD.

**Assistant Professor**: This is the first level of those who are referred to as being on a tenured track system. This means that they are being evaluated to decide if they will be retained permanently by the institution. This is usually the entry level for anyone with a PhD. When an ABD defends their dissertation they would be moved up to this rank and receive a salary increase.

**Associate Professor**: This is the second level of a tenured track system. Usually, this rank requires five years of service as an assistant professor and then an application for rank advancement to a committee of peers, who make a recommendation to the college and ultimately to the university for advancement. The application typically has to demonstrate:

1) Effective teaching usually via student course evaluations and peer assessment
2) Departmental involvement by serving on committees, participation in departmental development and student advising
3) Institutional involvement via participation in college and university wide committees, projects, and development
4) Contributions to the community via voluntary service work, building community programs, providing discipline specific services to the community, etc.

5) Research would involve writing grants to fund the research. Often, these grants provide big money to the university as well as to the research project. They typically pay the salaries of the faculty member further benefiting the university. If a faculty member is not publishing in peer-reviewed journals (conference presentations and poster sessions do not count), it is unlikely he or she will be promoted, and almost certain they will not obtain tenure. Advancement to Associate Professor also includes a considerable increase in salary.

**Tenure:** This is the third level of promotion. After about one to five years of service as an associate professor the faculty member may apply for tenure. This application includes all of the same things listed in the promotion to associate professor mentioned earlier. Attainment of tenure also includes a significant salary increase. These applications are scrutinized much more closely, because tenure means the university will now guarantee the faculty member a position until they retire.

It is very difficult to fire a tenured faculty member. Many people argue that the idea of tenure is not good, claiming that a tenured faculty member could then rest on their laurels and stop being productive or become ineffective. While this occasionally happens, it does not define the majority of tenured faculty. Tenure continues to be an important element, especially among university faculty; tenure protects the faculty member from being fired because he or she does something embarrassing to the college but important to society. There are many research projects which have benefited mankind but which would never have been performed save for the protection of tenure. There have also been offensive studies under this umbrella. However, in the long run, tenure allows faculty to perform research honestly and without censorship. They are free to ask important research questions which could not be researched otherwise without risk of losing their employment.

**Full Professor:** This is the highest faculty rank. The application consists of the same review and scrutiny described in the previous advancements. It also comes with a considerable increase in salary. These salary increases are the reason why most universities only hire assistant professors since the cost is much less. It is also why Full Professors are encouraged and even offered sizable bonus packages to retire early.

A discussion of faculty rank can be important when you are accepted into a graduate program and have to select a faculty mentor, usually called your “major professor.” If your major professor is an assistant or associate professor you can expect to have your research evaluated with a fine toothed comb because he or she must publish to maintain employment, and the way they publish is to have their name on whatever you publish. This means they are more likely to be critical, demanding, and stressed. If your major professor is a full professor, he/she will no longer feel the “publish or perish” threat and is likely to be much more relaxed. This could mean they don’t push you to produce as much as your peers, which could be both good and bad.

**GRE**

Faculty and peers have counseled, “Sign up and take the test once just to get a feel for how the test goes.” This is bad advice for at least two reasons. First, the test is expensive (currently $180.00). Second, taking the test just for experience is a poor choice, because the people whom you send your scores to are psychologists. They understand test construction, statistics, and most importantly the concept of “regression toward the mean.” If you take the test relaxed the first time and score low, and then retake the test after rigorous study and do very well, these psychologists will presume your true ability likely falls somewhere in the middle. ETS will send the scores upon request.
Instead, put your whole heart into preparing for your first test. It may be wise to take a semester off to prepare. There are many preparatory books you may purchase at the bookstore and there are many preparatory programs and classes that can also be helpful. These resources will buy you time on the test. They will help you make all of the important decisions that you will face on the test before you take it (how much time should I spend on each question, should I guess, which questions should I skip, etc.). When you are familiar with the test, you are able to save time reading directions and start working on the test. Test preparation will also help you become familiar with the type of questions, the format, methods for answering questions, etc.

If you plan to go to graduate school, begin preparing for the test now. While it is possible to improve your math scores on this test with three months’ preparation, the verbal section does not lend itself well to the same approach. You can spend three months studying vocabulary to discover that only one or two of these hundreds of words you studied showed up on the actual test. There are just too many words to learn in a three month period. To improve verbal performance, you will need years of reading and study.

**Who You Know:** Many times a faculty member will have connections with their previous academic institutions and places of employment. Often a professor can “go to bat” for a student who may not have performed as well on paper. These professors can speak to the strengths of their students with their colleagues at other institutions and put in a good word for them.

**Graduate Coursework:** Consider taking some graduate courses to demonstrate that you are able to perform well in these courses. Graduate schools are invested in the success of their students, because student success reflects well on the institution. Indeed, high admission standards are the means they employ to increase the probability that those they admit will be successful and complete their program of studies.

**Trial Run:** Related to the previous item, some universities will allow you to take some courses from the very program of studies to which you are hoping to gain admission. By taking these classes, you can demonstrate your ability to succeed in their program. This also allows you to develop a good relationship with the faculty. However, this places great pressure on you to get “A” grades in these classes and that you build positive relationships. If you are not successful in these endeavors, it will have the opposite intended effect.

**Master’s First:** Consider applying to a master’s program instead of Ph.D. since the admission standards are more demanding for PhD programs. If you do not look good on paper at this time (perhaps you had some bad semesters, weren’t focused early on in your bachelors, etc.), in order to compete for a Ph.D. position, you can often succeed in being admitted to a master’s program. Once in the master’s program, it is incumbent upon you to be successful and build your credentials sufficiently to compete for Ph.D. admission. Many student admissions into Ph.D. programs are those who have completed their master’s degree. The advantage for the PhD programs is that they now have evidence you are capable of performing graduate level work and so it takes some of the “risk” out of their decision making. The one disadvantage of this approach is that you typically lose one year in the process because not all of your coursework will transfer, and the curriculum will vary, requiring you to take a few additional courses to “catch up” with the requirements of their program of studies.

**Program Change:** Consider applying to a different type of program and “crafting” your graduate training into the area in which you originally wanted to work. For example, it is very difficult to get into a Clinical Psychology program, while it is much easier to be admitted into a Counseling Psychology program. Many of those who cannot get accepted into a clinical program have settled for counseling and then, while in that program, they took clinical coursework and performed research in clinical areas in order to establish themselves as qualified for this kind of work when they graduate.

**Transcripts**
**Most Recent Degree:** It is not until you “make the cut” that the graduate faculty begin to look at your transcripts in detail. A general principle to remember is that your transcripts from your most recent degree are the most critical. If you are applying for a job after obtaining your bachelor’s degree, then your undergraduate classes are the most important. They will want to know what specific classes you had that apply to the responsibilities you will be asked to perform. This is why we discussed earlier in this document that every class you choose should be selected for a purpose. If your most recent degree was a master’s degree and you are now applying for a position in a PhD program, they will be most interested in what you did in your master’s program. Their primary interest in your bachelor’s credential will be to verify that you obtained it.

This principle is the reason that obtaining a Master’s degree first can be a successful back door into a solid PhD program. Of course, the pressure will be on you to perform very well in order for it to “erase” questionable performance as an undergraduate.

**Should I retake poor grades?** As with all psychology answers: “It depends.” Some universities limit the number of classes you are allowed to retake. Generally speaking, retaking Fs and Ds pays big dividends on improving your GPA. That being said, Bs, Cs and even lower grades are not uncommon early in your bachelor’s degree transcripts. Admission professors understand that students frequently struggle the first year of college and falter while they are trying to “find” themselves and discover their career goals. Thus, less-than-stellar grades early in your bachelor’s degree do not look as bad as less-than-stellar grades at the end. Poor grades at the end signal potential problems that graduate programs do not want to adopt.

Admission committees also pay attention to what classes these were in which you performed poorly. Poor grades in psychology are obviously a problem. Poor grades in math, statistics, and research methods classes are a problem. Poor grades in science, philosophy, computer science classes—more rigorous classes—are also a problem. Your transcript would definitely be helped by retaking these classes. Of course, this all presumes that you will obtain an “A” upon the retake. Remember, your transcript shows the original grade and the new grade. If you retake a poor grade and obtain an “A,” we are not worried about your ability. If you retake a class and obtain anything else, it tells us that you are not very good at that subject and it will be a weak area for you as a graduate student.

I recommend you review the information regarding minors vs. clusters from earlier in the document. You can show your competence as a student by taking “substantive” classes that we all know are more rigorous. But beware: If you take these classes and do not obtain “A” grades, they will prove detrimental to your obtaining a position in the best programs.

**What about “Withdrawals”?:** One or two “Ws,” spread out in your transcript will not “break” you. However, an entire semester of “Ws” or a pattern of repeatedly using “Ws” is not good. Like the discussion on grades, it also matters for which classes you use the “Ws” and where they show up (early or late in your transcript).

**Application**

**Forms:** An important principle to remember when you are applying for graduate school or applying for employment is that all of your documents are a reflection/projection of you. Everything you submit will be viewed as evidence of who you are. If you submit sloppy, handwritten documents, you are saying something about yourself. If you send your applications “next day air,” this says something about your dependability and organizational skills.

These applications are projective tests. When asked to do something, do you do it? If asked you to “compare and contrast,” do you just list and describe? If asked for a 300-word essay, do you write 301
Do you leave items blank on the application? All of these things add up, and they do keep tally when it comes to selecting their final candidates.

**Department Secretary:** One of the most important contacts with your prospective schools is the secretary. This counsel applies to your long distance contact as well as “in-person” contact, if you are lucky enough to get an interview. Secretaries carry a lot of power and clout—just ask our department chair. We don’t call her “chief” for nothing! While the secretaries do not make the final selection, they certainly have an influence in that selection. You do not want to offend or irritate the secretary. She will remember you. When it comes time to making final selections and the applicants are discussed, she is there. When names are mentioned she will say something like, “I know that it is not my decision, but …” If what follows that “but” is good, you will be thankful you were kind to her. If what follows is not good, you will likely receive a rejection letter from her desk.

**Copies:** You should make copies of all your application materials whether they are hard copies or digital. You need to make copies because you want to see how your documents look copied. This may seem strange but if your application makes it through the final cuts, the secretary will be making multiple copies to distribute to the faculty. You want to be sure that your documents copy well and are clearly legible. If your paper is colored and when copied comes out dark, you will want to change the color of the paper. You also need to keep copies of everything you send out because you will want to remember what they know about you. You will/should be sending unique applications, crafted for each institution. If there is any further contact with these faculty, you will want to know what they received from you.

**Cell Phone, Facebook, and other media:** As soon as you have sent your applications (or sooner), change your answering machine message. Get rid of all the “cutesy” and “humorous” messages. Get on your Facebook, MySpace, etc. and do a thorough “house cleaning.” All of these things reflect upon you. You will want all of these media systems to evidence professionalism. You want to be a professional, do you not? Internet searches and phone messages can be potential “deal breakers” for or against you.

**Research and Questions:** You would be wise to begin now researching the publications of the faculty and exploring more details about the institutions to which you have applied. Read some of the research journal articles and book chapters written by the faculty with whom you would like to work. As you read, write down the questions that come to you. Keep this list of questions for each institution that you send an application. Keep these questions with the copies of the documents you have sent them.

You MUST have questions on hand. When the faculty begin screening applicants, they often call to obtain further clarification and to “test the waters” to see how committed you are to their program. You do not want to receive a call from one of your top-choice programs, have a faculty member ask if you have any additional questions, and have nothing to say. When you have no questions, they get the impression that you have not really thought much about their program and that you are not that interested. In either case they are likely to get the impression that they are not one of your top picks. If they are not one of your top picks, you will not be one of theirs.

It is important that you understand how the selection process proceeds. There is a national deadline for selecting candidates in clinical psychology, usually April 15th. Other programs in counseling, MFT, etc., handle their acceptances differently and in a less stressful manner. However, because the competition for Clinical programs is very stiff (2–7% acceptance on average), you cannot afford to make mistakes. This document is to help prepare you for the competition. If you seek a different program, you will be all the more prepared.

Graduate programs want the best students to come to their university. Good graduates go on to attain noteworthy accomplishments and this reflects well on their training institution. Universities invest considerable
money in their students as well. They want you to succeed and graduate. They do not want to take on students who are high-risk for not completing the program. Therefore they will do all they can to screen prospective applicants because graduate school is much, much harder than undergraduate work.

Programs have a good sense of how competitive they are compared to other programs. When a second-tier program receives an application from a stellar student (4.0 GPA, 1300 GREs, stellar letters, and lots of research), as much as they would like that student to come to their program, they are also realistic, understanding that their chances of being picked are low. Knowing this, they will often place that person lower on their acceptance list. This practice may not make sense at first.

Each program has only so many students they can accept. They want the best they can attract but they have only so many offers to extend. They can only extend as many offers as they have positions to fill. Once they extend an offer to a student that seat is “taken.” The problem is that some students receive more than one offer from schools, and worse yet, they sometimes “collect” offers and hold onto them until the deadline. Knowing this, a university does not want to “waste” an offer to a student who is not likely to attend their program.

Schools do not want to be in the position of having offered one of their seats to a student who at the last minute changed his or her mind and gone to a better program. Then the university who has offered the position ends up scrambling to see if their second choice students have accepted a placement. When this happens on the deadline day, they often discover that their second, third, fourth, fifth, etc., choice students have already taken positions elsewhere because they did not hear from this university. This means that the school ends up accepting students ranked at the bottom of their list when, had they offered their seat to a second or third choice, they might have succeeded in bringing them on board as opposed to their 35th choice. For this reason it is important that you are positive, and show interest and knowledge of their program and faculty (by being prepared with questions) with every contact.

Receiving calls from your schools is always a good sign. A call means they are giving you serious consideration—they are making decisions as to whether or not to place you in their top positions or to hold you back as an alternate. This will be discussed later in the course.
Letters of Recommendation

Letters of recommendation play a major role in your ability to gain admission to graduate school and in obtaining desired employment following your education. This is why it was stated early in the semester that it will be critical for you to develop good relationships with the faculty, internship supervisors, research mentors, etc. Anything you can do to build your relationship beyond that of attending classes will pay dividends in your letters of recommendation. This is also why you do not want to irritate or offend faculty—they will remember. You need to understand that this “remembering” is not a failure to forgive. The letter of recommendation is not just about you; it is a reflection of the integrity of the letter writer. A faculty member cannot recommend an irritating student to a university, because if he or she did, future letters from them will lose their credibility and future students will suffer.

Choose very early the faculty you will be asking to write your letters. Next, work hard to create opportunities (psychology society, leadership positions, teaching assistant, research assistant, class tutor, internships, work on research with faculty, etc.) where they will get to know you in multiple settings.

Most programs will ask for at least three letters of recommendation. You will want these letters to come from faculty in your department, researchers, supervisors from internship placements, etc. You will want to select letters from those who are currently doing the kinds of things you want to do. Letters from your Bishop, Stake President, family member etc. will not be helpful and often can harm. Even if you have a letter from the President of the United States, admission committees will not care—you are applying to become a psychologist, not the President.

Ask early whether a faculty member will be willing to write you a letter. If the faculty member hesitates or hedges, you probably do not want that letter. Many students ask teachers for letters of recommendation after having taken only one class from them. If you do this, you will probably be informed that all the teacher can write is that the student took this class and obtained a particular grade. Every semester, teachers teach around 4–6 classes with over 300 students. It is just not possible for teachers with many students to learn very much about you, unless you do something to stand out for good or bad. You do not want that letter of recommendation. To begin with, a teacher will not state that he or she can recommend you. He or she will be very clear that they are simply reporting your class performance. That kind of letter does not help you and is likely to hurt your chances of being accepted.

Provide your references with the information the teacher will be discussing very early—at least two months ahead of the deadline, perhaps even three. Some students ask teachers to write a letter only to discover that it has to be completed that week or even within the day. That is not a letter teachers are happy to write. Indeed, their irritation over being brought into your poor planning is going to result in a short letter where there will not be saying a lot of good. They will not write bad things about a person, but they will not write great things either.

One of the best things you can give your reference is time. The way you give them time is by providing all materials early. Another way is making sure you have filled in everything you can on the application before turning it over to the faculty member. This includes information about the faculty member, his/her credentials, address, etc. You want all material to be typed. It looks more professional. If faculty members receive forms that have not been filled in, he or she does not have time to track down a typewriter nor make a digital copy to type upon. If you give him or her forms that must be filled in, he or she will handwrite them. Some faculty members’ handwriting is not pretty—your forms are not going to be pretty either.

The same recommendation applies to the envelopes. Be sure you have typed them all out, including the faculty member’s return address. Be sure you have placed stamps on all envelopes and included instructions for
the faculty member to sign across the seal. If faculty members have to do the addressing and hunting down stamps, it takes more of their time. With all of their other responsibilities, faculty have only so much time to devote to letter writing. Faculty members have many people asking them to write letters, so their time is partitioned across the number of letters they have. If they have to take time to perform these other duties, they will not have as much time to write your letter. If they have less time, the letter will likely be less.

Always sign the waiver to view your letter of recommendation. If you are worried about what will be said about you by a reference, then you do not want that letter anyway. When you do not sign the waiver, the letter carries less weight and influence. It is for this reason that some teachers refuse to take the time to write a letter that is not waived.

Last, it is strongly encouraged you to provide the following in an organized packet to those who write your letters:

1) A copy of your transcript—it does not have to be official, just a copy.

2) Either a list of the classes you took from the faculty you are asking to write your letter of recommendation with the grade received or highlight the same information on your transcript.

3) A copy of your vita or resume.

4) A list of the schools and programs you are applying to with a note as to what kind of program it is—clinical, counseling, MFT, social work, etc. If the faculty member knows what kind of program it is, he or she can individualize the letter to that program. Be sure to include the school’s deadlines.

5) Your memory. Provide the faculty member a document that reminds them of all you have done while under his or her supervision or direction. Remind him or her of the work you did, your hours, your duties, your positions, etc. Tell him or her how you have been involved with the department and also what you have done under the direction of other faculty members. Tell him or her noteworthy things about yourself. This would include things they would not know about unless you tell them.

6) A photo of yourself.

All of these documents save time. They save the teacher having to look up your transcript and trying to figure out which classes were with them and finding the grade they assigned many semesters previously. They save the teacher time having to try to remember you and what you did. Your memory is going to be better than the teacher’s about you. When you provide him or her all this information it saves him or her time trying to recreate it from memory—there will be more time to devote to the actual writing of your letter. He or she will also be much happier to write this letter because you have been considerate of their task. A happy letter-writer writes happier letters. Enough said? When you provide these documents for the faculty member who has not asked specifically for them, he or she will be very impressed and you will have just given your references more to say in their letters about your organization skills, thoroughness, consideration, etc.

Request for Letter of Recommendation from Psychology Department Faculty
To: __________________________________________________ (Faculty Member)

I, ______________________________________________ would like to ask you to write a letter of recommendation on my behalf. I am applying for:

___ Graduate School in ______________________________________________________________

___ Employment working as __________________________________________________________

___ A Scholarship for ________________________________________________________________

___ Other (specify) __________________________________________________________________

By signing this form, I give permission for you to access and discuss my grades/transcript in the recommendation letter and acknowledge that I have taken at least two classes from this faculty member.

I understand that completing this form is not a guarantee that the professor will agree to write a letter of recommendation on my behalf. I further understand that, if accepted, I will waive my rights to view these letters of recommendation.

The Psychology Department will retain this form for a period of five years.

___________________________________________________  ______________________
Signature noting acceptance of terms      Date

For professor (circle one):

Accept Request       Deny Request

Date Letter Completed: _________________
Curriculum Vitae: What They Are and Why You Need Them

What is a curriculum vita (CV)?

- A curriculum vita is basically a two-page resume that is generally much more comprehensive than a chronological or skills-based resume.

- Included are sections for the applicant’s Education and Experience, but the applicant is also encouraged to include other sections such as Accomplishments, Volunteer, Other, Hobbies, etc.

- BYU-Idaho Teacher Education students’ CV’s are encouraged to also include references (especially if the 2nd page is not filled).

When/why would I need a CV?

- Teaching positions and scientific/research-based fields often require a curriculum vita, especially with later-career and higher degree positions (we’ll talk more about this scenario later).

- It is considered a history more than it is a recent summary of jobs or accomplishments, and allows for the applicant to give a more complete picture of him or herself, his or her accomplishments, work history, volunteer experience, and especially professional developments/activities outside of actual work experience—things like that.

To the point:

- Try to keep your CV short and concise. As undergraduates, a CV should never be more than two pages (PhD candidates’ and similar can be longer).

- Include summaries of your employment and education rather than lots of details.

- Use formal (no slang or abbreviations) and well-written language, writing simply and clearly.

Why start keeping one now?

- In today’s volatile job market, you never know where your career might take you. For this (and other reasons) keeping a CV could be very helpful, if not essential.

- One of the perks of keeping a CV even if you don’t anticipate needing one is that building it as you go is much less painful than having to build one in retrospect.
Interviews

The interview process is for both the program and for you. In addition to your credentials, they want to discover if you are the kind of person they would like to be around for the next 4–7 years. It is just as important for you to determine if you would like interact with these professors for the next 4–7 years.

**Remember:** The interview process begins the moment of first contact and ends when you leave the building. You are being evaluated the entire time. Many programs will have you meet with the current graduate students. The graduate students will also be evaluating you and they will be asked to submit their observations to the faculty after you leave.

**Preparation:** As you get close to applying it is recommend that you put as a top priority on your Christmas list “money” because the interviewing process can be pricey. You will likely need to reassess your wardrobe to fit in line with the job you want and you are going to need funds to pay for airfare. If at all possible, try to schedule your interviews within three days of one another as some airlines will allow for multiple days on layovers. This way you can plan your flights to lay over in more than one interview site for the price of one ticket.

There are two critical things to take with you: (1) the copies of what you sent to the programs and (2) questions. You do not want to go to these interviews and have them ask you questions about your application materials and have forgotten what you said to them. You may want to add to that information by doing more detailed research. You do not want to be scheduled for a 40 minute interview with a faculty member, enter his or her office, sit down and be asked if you have any questions. If you are not prepared with lots of questions, it could be a very long interview with nothing to say.

**Dress:** Male or female, you want to dress professionally—isn’t this what you are hoping to become? If you have multiple interviews at different sites, you might consider packing clothes that can be interchanged (i.e. two slacks/blouses that match one suit/jacket/skirt). If you are applying for an employment position, research/investigate the general dress of those in the business. If you are applying for a construction job, going to this interview in a suit would not make sense. For men, research has consistently shown that the “power suit” is navy. Next to that would be a dark or pinstriped suit.

**The interview:** First, seek out the career center and have them video tape you in a mock interview. When that is done, share that video with people you trust to obtain honest feedback. There is much to be gained in this exercise. You will quickly identify mannerisms and habits that you should work on (e.g. chair twisting, eye contact, nervous hand/foot, verbal pauses, etc.).

**Presence:** When you go to your interview, be sure to sit up in your chair. This helps keep you engaged and helps maintain a higher level of energy. If you casually sit back, your energy level will decline and you will not appear as interested or motivated. If you are offered something to drink, politely decline. Food and drink add more ways for you to “get into trouble.” If you happen to spill something early on, you will have to endure the rest of your interviews with others viewing your blunder. Even if you spill without a stain, you still look incompetent. If you eat your food in a way that is in any way unusual, it adds “strange factors” to their lists. For all of these same reasons, if they treat you to lunch or dinner, order simple food that is easily managed. Spaghetti, crab, fried chicken—all messy food puts you at risk. Control your risks.